OXFORD

fourth edition

English File

Upper-intermediate

Student's e-book

Christina Latham-Koenig
Clive Oxenden
Kate Chomacki

e-book interactive features

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UNIVERSITY PRESS

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Paul Seligson and Clive Oxenden
are the original co-authors of
English File 1 and *English File 2*

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Course overview

English File
fourth edition

Welcome to **English File fourth edition.** This is how to use the Student's Book, Online Practice, and the Workbook in and out of class.

OXFORD
fourth edition
English File
Upper-intermediate
Student's Book
WITH ONLINE PRACTICE
IN CLASS
Online Practice Access Card

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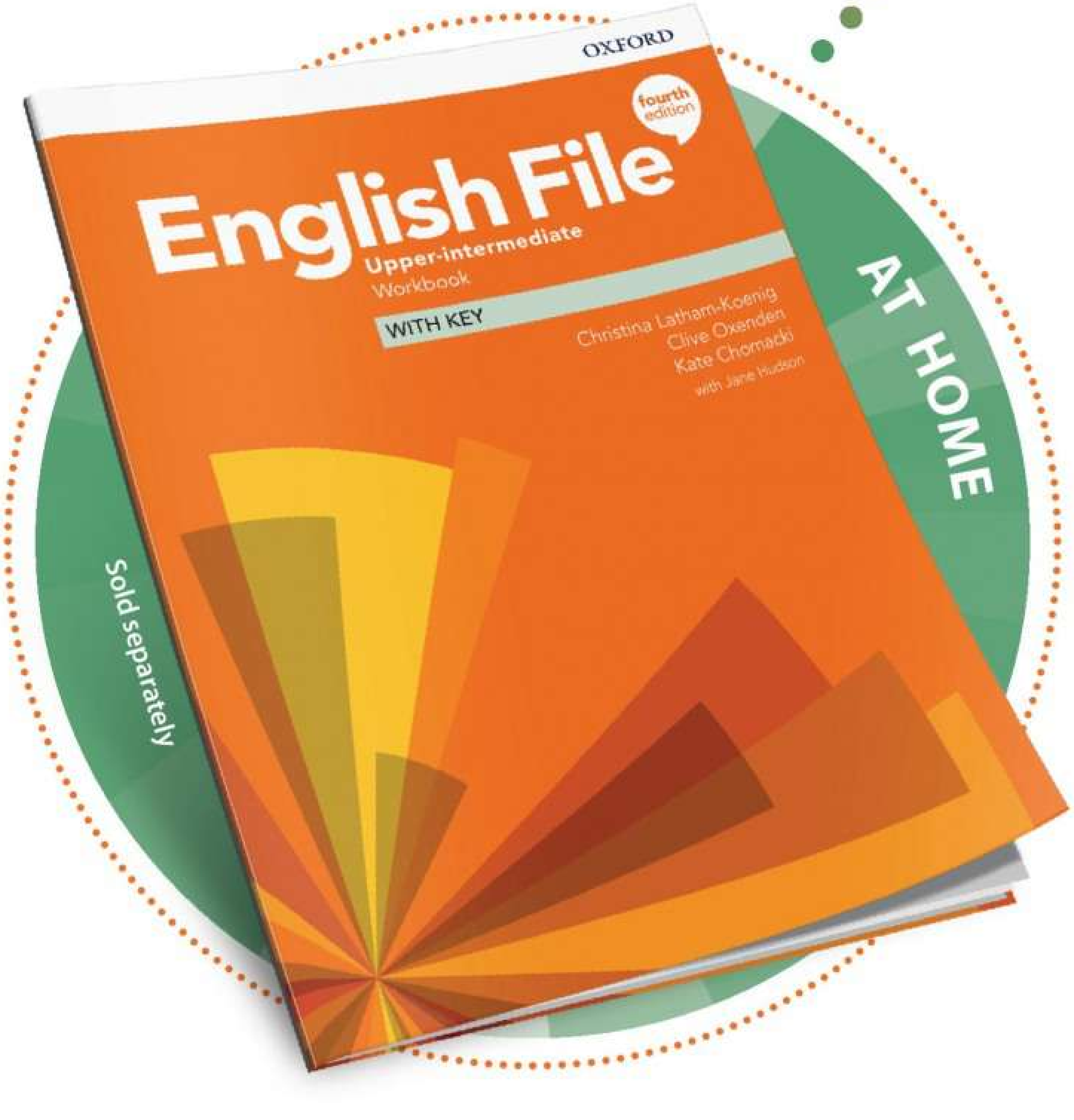
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Workbook
WITH KEY
Christina Latham-Koenig
Clive Oxenden
Kate Chomacki
with Jane Hudson
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1A Questions and answers

Questions are never indiscreet; answers sometimes are.
Oscar Wilde, Irish author

G question formation **V** working out meaning from context **P** intonation: showing interest

1 READING & SPEAKING

a Look at the photos of Florence Welch and Dan Stevens and read their biographical info. Have you heard any of her music, or seen any of his TV series or films? What did you think of them?

b Now read the interviews and complete the questions.

c Read the interviews again and focus on their answers. Write **F** (Florence) or **D** (Dan). Which question(s) helped you answer **F** or **D**?

Who do you think...?

1 ☐ doesn't eat any animal products
2 ☐ doesn't have a partner at the moment
3 ☐ is currently living in the USA
4 ☐ prefers to keep some things private
5 ☐ is quite romantic
6 ☐ is very family-oriented
7 ☐ spends a lot of time online
8 ☐ thinks more about themselves than other people

d Which of the questions in the interviews do you think are...?

- the most interesting
- the least interesting
- too personal to ask a person if you don't know them well

e Choose six questions from *Q&A* to ask your partner.

Politely refusing to answer a question

If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, *I'd prefer not to answer that* or *I'd rather not answer that if you don't mind.*

Glossary

headline (*verb*) to be the main performer at a concert
BRITs the British annual pop music awards

Q&A

Every week the British newspaper *The Guardian* chooses people who have been in the news recently, and publishes a short interview with them called **Q&A**.

Florence Welch is the lead singer of the band Florence and the Machine. She was born in London in 1986, and in 2010, her first album, *Lungs*, won best album award at the BRITs. She has headlined at the Glastonbury Festival, and the band's fourth album, *High as Hope*, reached number two in the US and UK charts.

1 **__________'s your most treasured possession?**
My notebooks with all my lyrics.

2 **What __________ you want to be when you were growing up?**
A zoologist or a secretary.

3 **What __________ you like about yourself?**
I can be very self-centred.

4 **What __________ your most embarrassing moment?**
It was about five years ago, and I'm still not ready to talk about it. It was something involving dating.

5 **What or __________ is the greatest love of your life?**
I think that hasn't happened yet.

6 **What __________ your superpower be?**
To be able to fall asleep exactly when I need to, for exactly the right amount of time.

7 **__________ would you most like to be right now?**
I am always away, so it would be quite nice to be at home in London.

8 **__________ you ever said 'I love you' and not meant it?**
No. I always felt it at that moment.

9 **__________ word or phrase do you most overuse?**
'What's the wi-fi password?'

Adapted from The Guardian

Dan **Stevens**, the actor, was born in Surrey in 1982. He played Matthew Crawley in the TV series *Downton Abbey*, until his character died suddenly in a special Christmas episode. He has since starred in many successful TV series and films, including *Beauty and the Beast*, *The Man Who Invented Christmas*, and *Legion*.

1 **__________ were you happiest?**
My wedding day, eight years ago.

2 **What __________ you owe your parents?**
A lot – and probably quite a lot of money.

3 **__________'s your wallpaper?**
A photo of my kids, Willow, Aubrey, and Eden, who are eight, five, and one.

4 **__________ keeps you awake at night?**
My three kids.

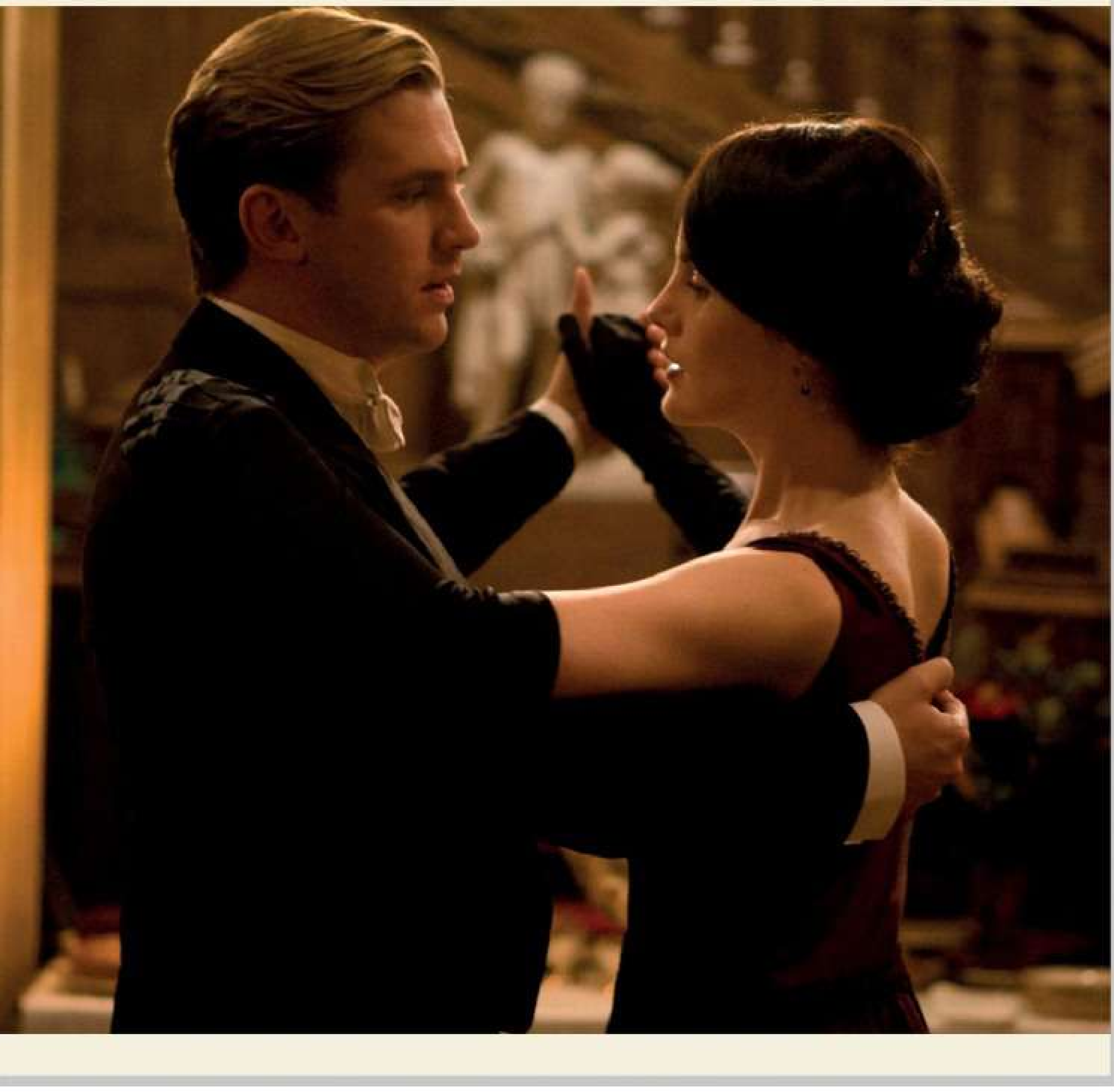
5 **__________ would you most like to say sorry to?**
To *Downton Abbey* fans, for ruining their Christmas one year.

6 **What single thing __________ improve the quality of your life?**
One of those robot vacuum cleaners.

7 **__________ do you relax?**
I go for walks in Griffith Park, in LA.

8 **What __________ love feel like?**
As if somebody's painted the world a different colour.

9 **__________ you have a 'guilty pleasure'?**
Yes, vegan cheesecake.



2 GRAMMAR question formation

a 1.2 Listen to some journalists interviewing a famous actress who has just arrived in London. Write down the four questions they ask.

b Answer the questions below with a partner.

Which question is an example of…?

- a question which ends with a preposition
- a subject question, where there is no auxiliary verb
- a question which uses a negative auxiliary verb
- an indirect question

c **G p.132 Grammar Bank 1A**

d **Communication** Indirect questions **A p.106 B p.110** Ask and answer indirect questions.

3 PRONUNCIATION intonation: showing interest

a 1.5 Listen to some people asking questions 1–5. Who sounds more interested each time, **a** or **b**?

1 Do you have a big family?
2 What don't you like about the place where you live?
3 What sports or games are you good at?
4 Do you think you have a healthy diet?
5 What makes you feel happy?

b 1.6 Listen and repeat the questions with interested intonation.

Reacting to what someone says

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- expressions such as *Oh, really? I'm sorry. What a shame!*
- exclamations such as *Wow! Me too! How interesting!*
- follow-up questions such as *Why (not)? Why is that? Why do you say that?*

c 1.7 Now listen to five conversations using the questions in **a**. Complete the expressions or questions that the people use to react to the answers.

1 *Wow*! That's a huge family.
2 ______________? What's wrong with them?
3 ______________! We could have a game one day.
4 ______________! How long have you been a vegan?
5 ______________? I can't think of anything worse!

d 1.8 Listen and repeat the responses. Copy the intonation.

e Ask and answer the questions in **a** with a partner. Use interested intonation, and react to your partner's answers.

4 READING & VOCABULARY working out meaning from context

a Look at the cartoon. How do you think the candidate is feeling? How would you react if it happened to you?

b Read the title of the article and the first paragraph. Then look at interview questions A–G. With a partner, say how you would answer them. Which question would you least like to be asked?

A **What do you usually do after a bad day at work?**
B **What's your biggest weakness?**
C **How would your enemy describe you?**
D **You have 50 red and 50 blue balls. How could you divide these between two containers to give the maximum probability of picking one of the colours?**
E **What's the most selfish thing you've ever done?**
F **Are you a nice person?**
G **What on your CV is the closest thing to a lie?**

Would YOU get the job?

Interviews are a source of anxiety for most job-seekers. Job website Glassdoor has created a list of some of the toughest interview questions from the elite companies where they were asked, and offers an expert opinion on the best possible answers.

1 ____ **(The Phoenix Partnership)**

How to answer: If you answer 'nothing', then you may look too defensive, as if you are hiding something, even if you are innocent. The best tactic would be to reply that everyone presents the best side of themselves on a CV – that is the point of the document – but that you think lying, and even exaggeration, is wrong.

2 ____ **(Condé Nast)**

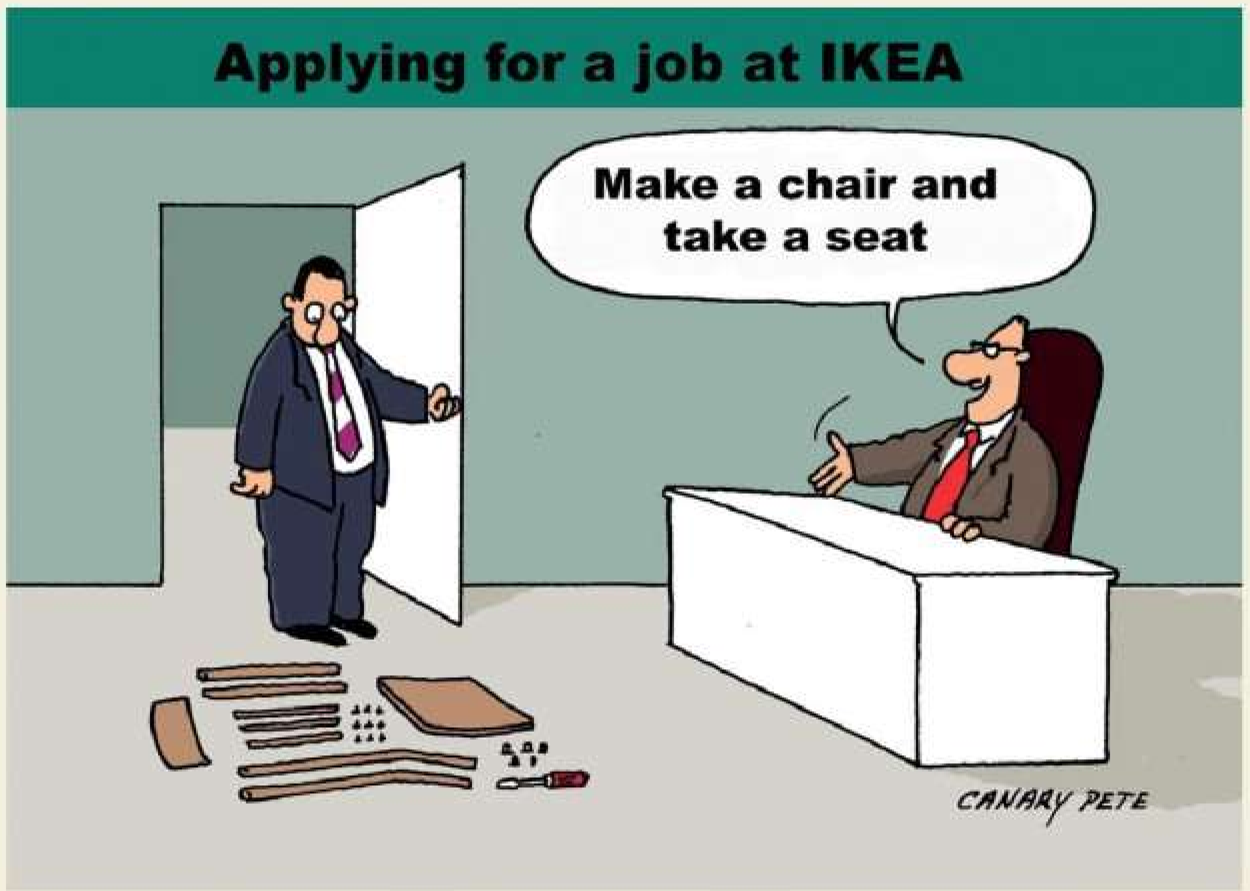
How to answer: You could just tell the interviewer that you are not the sort of person to make enemies, but that sometimes you've enjoyed a good-natured rivalry with someone, for example, in a sport. This will show your competitive side and your drive to succeed.

3 ____ **(Page Group)**

How to answer: This is an occasion when you could give a light-hearted response. Something like, 'I don't consider myself to be selfish, but I always make sure I have some time in the week for myself, so I can practise art / tennis / football / singing.'

4 ____ **(Palantir Technologies)**

How to answer: Everyone should be prepared to answer this question, whatever job you're interviewing for. There's no foolproof answer – it's a good idea to have thought about a list of areas that are not your biggest strengths, but that wouldn't affect the role that you are interviewing for.


Applying for a job at IKEA
Make a chair and take a seat
CANARY PETE

Applying for a job at IKEA

5 ____ **(Clearwater Analytics)**

How to answer: If you are a serious maths geek, then you might have a decent chance of answering this one. One answer would be to put a single red ball in one container and all of the other balls in the other container.

6 ____ **(Switch Consulting)**

How to answer: Don't be afraid to talk about what you do to relax, and show how you have a healthy work–life balance. It's also a chance to say something about your personal life, which could be very helpful for making a good impression. For example, you could mention how you go to the gym to relax.

7 ____ **(Badoo)**

How to answer: Don't just answer 'yes' or 'no'. Think about your personality type and the culture of the company where you are interviewing. What is your gut feeling about the type of people that do well at the company? This should help you to give an appropriate answer.

Adapted from Mail Online

c Read the article once and complete it with questions A–G. Would you now feel more confident about answering the questions?

Guessing the meaning of new words and phrases

When you are reading, you will often find a word or phrase you don't know. If it isn't possible to check the meaning in a dictionary, think about:

- the context (i.e. the other words around it).
- what part of speech the individual words are (e.g. a verb, an adjective, etc.).
- whether it's similar to another English word you know.
- whether it's similar to a word in your language.

If you still can't work out what the word or phrase means, ignore it and carry on reading.

d Read the article again. With a partner, try to work out what the highlighted words and phrases mean, and how you think they are pronounced. What helped you to work them out?

e Now match the highlighted words and phrases to 1–8.

1 ______________ (*noun*) a reaction based on feelings and emotions rather than thought and reason
2 ______________ (*adj.*) designed so that it cannot fail
3 ______________ (*phrase*) an answer which is intended to be amusing rather than serious
4 ______________ (*noun, informal*) a person who is very interested in and who knows a lot about a particular subject
5 ______________ (*phrase*) the number of hours per week you spend working compared with the number of hours you spend with your family, relaxing, etc.
6 ______________ (*phrase*) the main reason for something
7 ______________ (*phrase*) friendly competition
8 ______________ (*noun*) people who are looking for a job

f Look at some more genuine interview questions. What do you think they would tell you about the candidate? Why? Do you think these kinds of questions really help interviewers to choose the best person for the job?

- What would you do if you were the one survivor in a plane crash? (Airbnb)
- Who do you think would win in a fight between Spider-Man and Batman? (Stanford University)
- What did you have for breakfast? (Banana Republic)
- Describe the colour yellow to somebody who's blind. (Spirit Airlines)
- How many people flew out of Chicago last year? (Redbox software)
- What am I thinking right now? (TES Global)
- Who is your hero, and why? (General Electrics)
- Tell me something about your childhood. (Next)

g Choose two questions in **f** to ask a partner.

5 LISTENING

a Have you ever had an interview for a job or a place on a course? What kinds of questions did they ask you? Did you get the job or place?

b 1.9 Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

What strange question were they asked?	How did they answer?	What happened in the end?
1 If you could __________ __________ with __________ __________ from the past, who would you choose and why?		
2 Do you __________ a __________? Are you planning to __________ __________?		
3 Do you still __________ __________?		
4 __________ __________ would you like to be reincarnated as?		

c Listen again and make notes in the rest of the chart.

d Which of the questions do you think were acceptable to ask at an interview?

6 SPEAKING

a C **Communication** Tough questions **A p.106 B p.110** Ask your partner some difficult interview questions.

b Invent a tough interview question of your own, which you think might tell you something interesting about another person.

c Ask your question to as many other students as possible and answer theirs.

d Which questions did you think were the most interesting? Why?

1B It's a mystery

> When you have eliminated the impossible, whatever remains, however improbable, must be the truth.
> *Sherlock Holmes in* The Sign of Four *by Arthur Conan Doyle*

G auxiliary verbs, *the…, the…* + comparatives **V** compound adjectives, modifiers **P** intonation and sentence rhythm

1 READING & LISTENING

a Look at the names below. Do you know what they have in common? Do you know anything about them?

the *MARY CELESTE*   the *USS CYCLOPS*   Amelia Earhart

b 1.10 Listen and find out. Do you think we will ever know what happened?

c 1.11 Read and listen to *The mystery of the lighthouse keepers*. Then cover the text and answer the questions with a partner.

The facts

1 What was the mystery and who discovered it?

2 What was strange about…?
- the lighthouse door
- a chair
- the rain jackets
- the clocks
- the log book

The theories

3 What theories did people come up with?

4 Which of the theories do you think could be true? Why?

5 Which do you think are impossible? Why?

d Find words in the article which mean…

Paragraph 1

1 __________ (*noun*) something that is difficult to understand or explain (SYN *mystery*)

2 __________ (*verb*) to confuse sb completely

Paragraph 2

3 __________ (*adj.*) far away from places where other people live

Paragraph 3

4 __________ (*adj.*) unexpected, surprising, or strange

5 __________ (*noun*) a mark, object, or sign that shows that sb or sth existed or was present (*He disappeared without a ~.*)

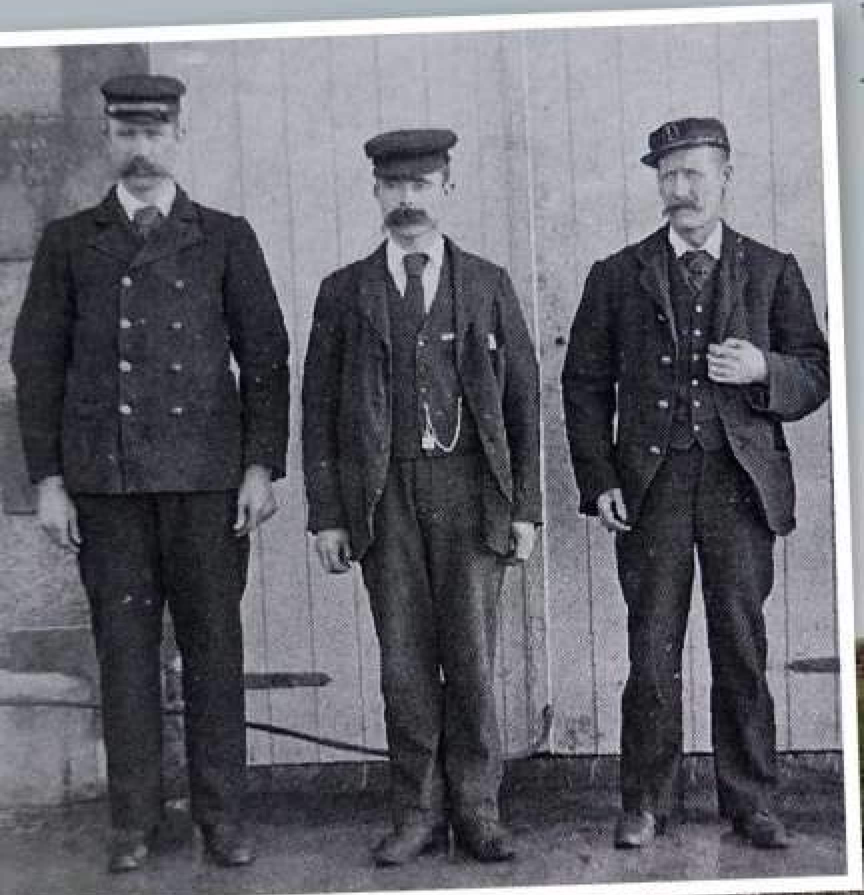
Paragraph 4

6 __________ (*verb*) to find the correct answer or explanation for sth

THE MYSTERY OF THE LIGHTHOUSE KEEPERS

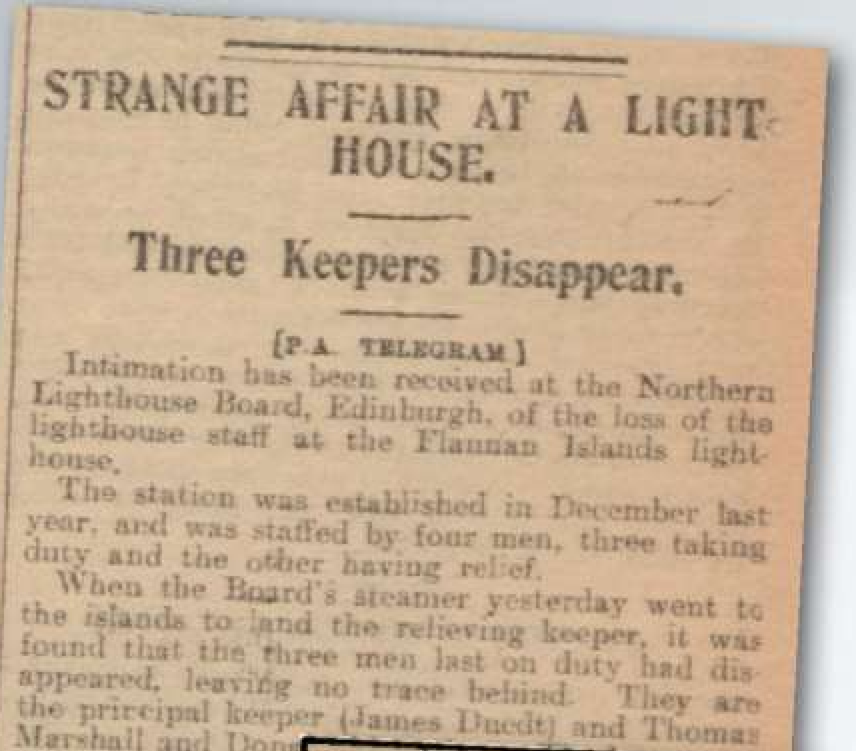
The mystery of the Flannan Islands lighthouse keepers is one of the greatest puzzles in history, a case that has baffled real and amateur detectives for more than a century.

The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.



On 26th December 1900, a steamship sailed to the island carrying three new lighthouse keepers, to relieve the men who had spent three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery – there was nobody there! The lighthouse door was unlocked, and inside, everything was tidy, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared. The clocks had stopped. The last entry in the log book was 9 a.m. on 15th December. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant sea bird, or even by a boat full of ghosts. An Edinburgh policeman, Robert Muirhead, was sent to the island to solve the mystery.



STRANGE AFFAIR AT A LIGHT-HOUSE.

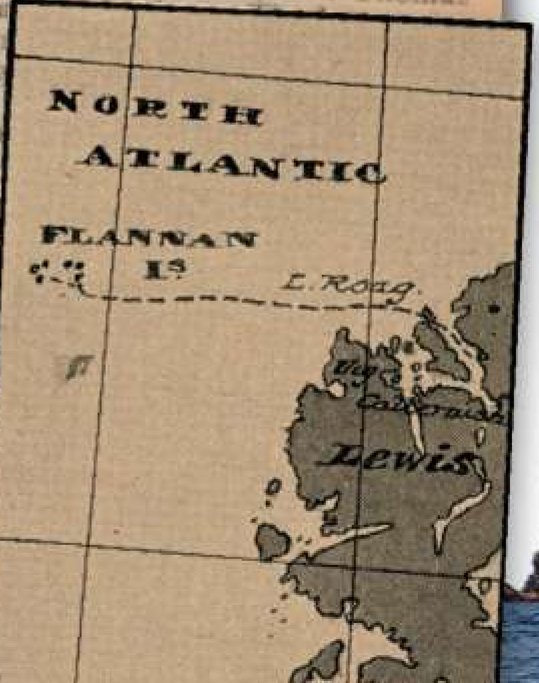
Three Keepers Disappear.

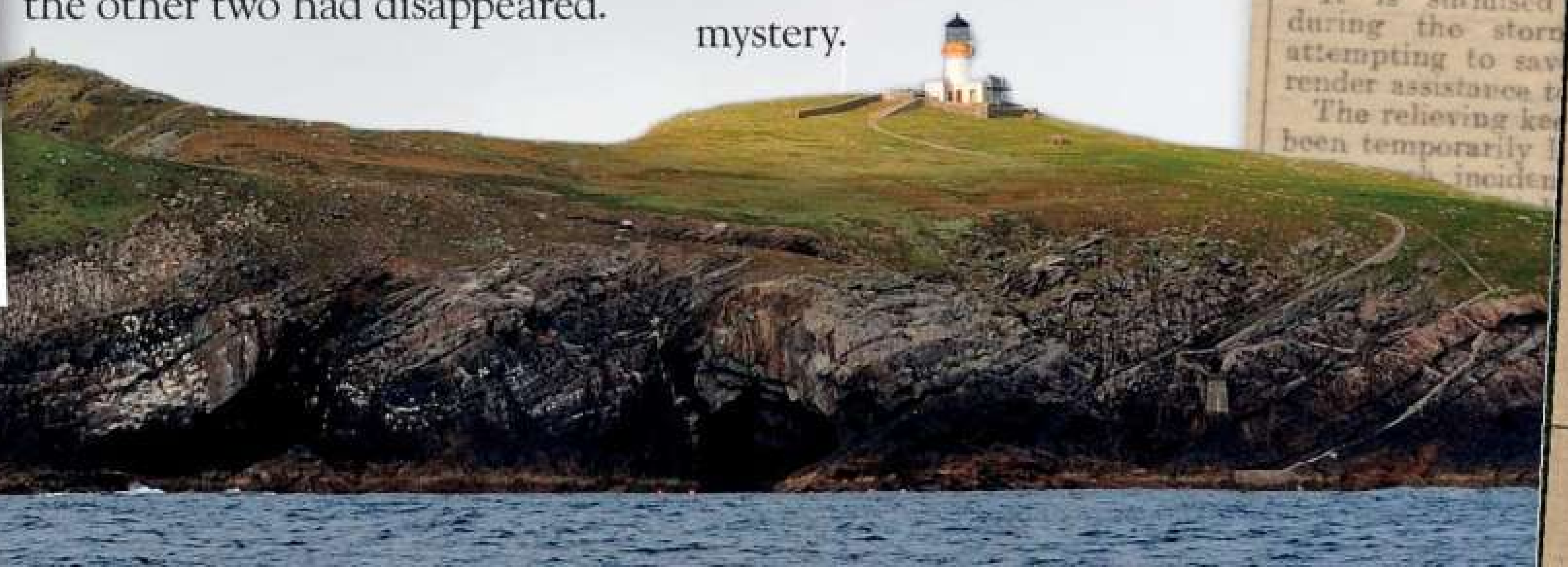
[P.A. TELEGRAM.]

Intimation has been received at the Northern Lighthouse Board, Edinburgh, of the loss of the lighthouse staff at the Flannan Islands lighthouse.

The station was established in December last year, and was staffed by four men, three taking duty and the other having relief.

When the Board's steamer yesterday went to the islands to land the relieving keeper, it was found that the three men last on duty had disappeared, leaving no trace behind. They are the principal keeper (James Ducdt) and Thomas Marshall and Don
an occasional keep
member of the re
It is surmised
during the storm
attempting to sav
render assistance t
The relieving ke
been temporarily





Adapted from The Times

e 1.12 Listen to the rest of the story. What was Muirhead's theory? What did people think of it at the time? What is the modern explanation?

Glossary

Queen Elizabeth II (known as the *QE2*) a famous transatlantic cruise ship

White Cliffs of Dover very tall cliffs on the English coastline opposite France

f Listen again. Why are the following mentioned?

1 a huge rock
2 *Queen Elizabeth II*
3 a paper in a scientific journal
4 1901
5 one man's rain jacket and the bodies of the men

2 GRAMMAR auxiliary verbs

a Talk in small groups.

Have you (or has anybody you know)...?

- seen or heard something which can't be explained, e.g. a ghost or a UFO
- had a strange coincidence, e.g. meeting someone in an unexpected place
- visited a fortune-teller, psychic, or faith healer

Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

How / That's	*strange / bizarre / odd / weird / spooky.*
What a	*weird story / amazing coincidence.*

b Look at the conversations and try to complete the gaps with an auxiliary verb (*do*, *did*, *is*, *was*, etc.).

1 A I heard a weird noise in the middle of the night.
B [1] __________ you? What kind of noise?
2 A You don't believe in ghosts, [2] __________ you?
B No, I don't.
3 A I've never been to a fortune-teller.
B Neither [3] __________ I.
C I [4] __________. It was really interesting.
4 A I don't believe you really saw a UFO.
B I [5] __________ see one! It couldn't have been anything else.

c 1.13 Listen and check. Then in pairs, decide which highlighted phrase (1–5) is used...

A ☐ to add emphasis
B ☐ to say that you are different
C ☐ to check information
D ☐ to show surprise
E ☐ to say that you are the same.

d **G p.133 Grammar Bank 1B**

3 PRONUNCIATION & SPEAKING
intonation and sentence rhythm

a 1.15 Listen to the conversations. Underline the highlighted auxiliary verbs (*did, don't, do*) that are stressed.

1 A I dreamt that I saw a ghost last night.
B Did you? So did I. How spooky!
2 A I don't believe in fortune-telling.
B Don't you? I do.
3 A You don't like horror films, do you?
B I do like them. It's just that sometimes they're too scary!

b Practise the conversations with a partner. Copy the rhythm and intonation.

c Complete sentences 1–8 so that they are true for you.

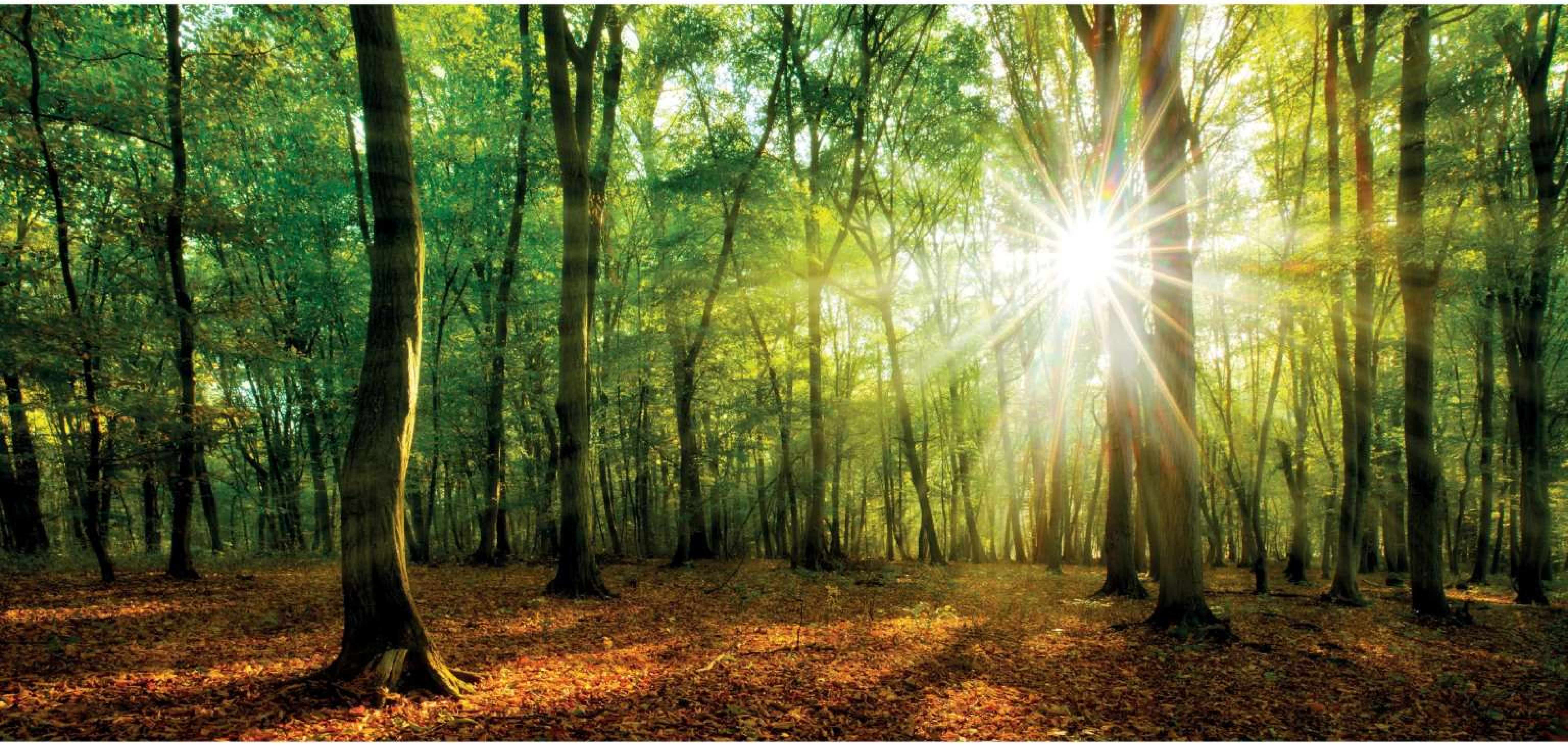
1 I'm not very good at __________. (activity)
2 I'm going to __________ tonight. (verb phrase)
3 I love __________. (a kind of music)
4 I don't like __________. (a kind of food)
5 I've never read __________. (a famous book)
6 I'd love to live in __________. (a town or country)
7 I was very __________ as a child. (adj. of personality)
8 I didn't __________ yesterday evening. (verb phrase)

d Work in pairs, **A** and **B**. **A** read your sentences to **B**. **B** respond with a reply question and then say whether you are the same or different. Then swap roles.

I'm not very good at cooking.
Aren't you? Neither am I.
I'm going to watch the football tonight.
Are you? I'm not. I'm going to study.

e **C Communication** You're psychic, aren't you? **A p.106 B p.111** Make guesses about your partner.

4 LISTENING & SPEAKING



a Look at the photo of a forest. How do you think you would feel if you were walking in it?

b 1.16 Now look at the photo and listen. Follow the instructions. Write your answers below.

A walk in the forest

1 ______________________

2 ______________________

3 ______________________

4 ______________________

5 ______________________

6 ______________________

c Listen again and check what you have written. Make sure you have answered all parts of the questions.

d 1.17 Now listen to an explanation of what you have written. Make notes in the chart.

A walk in the forest
1 the person =
2 the animal = how you interact with it =
3 the house = no fence = a fence =
4 the table =
5 the cup =
6 the water = how wet you get =

e Now use the notes to interpret what you wrote in **b**. Then compare with a partner and say what you agree with and what you disagree with.

I put that the animal was a…, and it says that means…, but I don't think that's true.

f Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by…?

- analysing their handwriting (graphology)
- looking at their hands (palmistry)
- analysing the position of the sun, moon, and planets at the exact time of their birth (astrology)
- online personality quizzes, e.g. Buzzfeed

g **Grammar in context** *the…, the…* + comparatives

The bigger *the animal,*
the more problems *you have.*

The harder and more resistant *the cup is,*
the stronger *your relationship is.*

Use *the* + comparative adjective or adverb, or *the more* / *less* (+ noun) to show that one thing depends on another, e.g.

- *The earlier we start, the sooner we'll finish.* = If we start early, we'll finish early.
- *The more money you spend now, the less you'll have for your holiday.* = If you spend a lot of money now, you'll have less for your holiday.

Rewrite the sentences using ***the…, the…*** **+ comparative.**

1 If you study a lot, you learn a lot.
The ______________________________,
the ______________________________.
2 If I drink a lot of coffee, I sleep badly.
The ______________________________,
the ______________________________.
3 If you have a lot of time, you do things slowly.
The ______________________________,
the ______________________________.
4 If you are fit, you feel good.
The ______________________________,
the ______________________________.

1.18 Now listen and check. Notice the stress and intonation pattern in the sentences.

h **Complete the sentences in your own words. Then read your sentences to a partner.**

1 The more money I have,…
2 The earlier I get up,…
3 The faster English people speak,…
4 The less I eat,…
5 The harder I work,…
6 The more I exercise,…

5 VOCABULARY compound adjectives

a **Look at some extracts from the listening in 4. Can you remember what the gapped words were?**

1 If there was no fence around the house, it means you are very open-__________, and welcome new ideas.
2 If you hardly got wet at all, it means that you depend less on your friends and are more self-__________.

b **1.19 Listen and check. Do the compound adjectives in a have a positive or negative meaning?**

Compound adjectives

Compound adjectives have two parts. The second part often ends in *-ed* or *-ing*, e.g. *good-natured*, *hard-working*. The words are normally linked by hyphens.

c **1.20 Listen to some more compound adjectives. Which word has the main stress?**

absent-minded bad-tempered big-headed easy-going
good-tempered laid-back narrow-minded open-minded
self-centred strong-willed tight-fisted two-faced
well-balanced well-behaved

d **With a partner, use the two parts of the words to try to work out their meaning. Which do you think are positive and negative characteristics? Are there any which you think can be either?**

I think a bad-tempered *person is somebody who gets angry easily…*

Modifiers

We often use modifiers with adjectives of personality to make them stronger or less strong.

With positive characteristics

My mum is	really / incredibly / extremely very quite / pretty	good-tempered.

With negative characteristics

My sister is	really / incredibly / extremely very quite / pretty a bit / rather	bad-tempered.

e **Tell your partner about people with the characteristics below. Give examples of their behaviour.**

Do you know somebody who is…?

- very open-minded
- extremely absent-minded
- a bit tight-fisted
- pretty laid-back
- a bit two-faced
- very good-tempered
- incredibly strong-willed
- quite self-centred

My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car!

1 Colloquial English Talking about…

1 THE INTERVIEW Part 1

a Read the biographical information about Ryan Judd. What do you think the HR department of a company does?

Ryan Judd was born in 1976. He has been working as a recruitment advisor in the HR (Human Resources) department at Oxford University Press since 2010.

b Watch Part 1 of an interview with him. Tick (✓) the things he mentions that candidates for a job interview should do.

1 ☐ Arrive on time
2 ☐ Be enthusiastic about the job
3 ☐ Ask questions about the job
4 ☐ Ask questions about the salary
5 ☐ Include a photograph on your CV
6 ☐ Write a good cover letter
7 ☐ Check everything is correct on your CV
8 ☐ Be prepared for the interview

Glossary

CV the abbreviation for *Curriculum Vitae*, a written record of your education and the jobs you have done that you send when you are applying for a job

cover(ing) letter a letter containing extra information which candidates send with their CV

recruiter /rɪˈkruːtə/ the person who finds new people to join a company

salary banding the level of pay given for certain jobs within a company

c Now watch again and answer the questions.

1 What kinds of things does he ask candidates about to relax them before the interview?
2 What kinds of things does he ask candidates at the beginning the interview?
3 What information should be given in a covering letter?

d Which three things in **b** do you think are the most important?

Part 2

Nestlé
KitKat

a Watch Part 2. Which three interview situations did he find difficult or surprised him?

b Watch again and answer the questions.

1 What choice did he have with the first candidate he talks about?
2 What explanation for her behaviour did the second candidate give?
3 What kinds of clothes does he think candidates should wear?
4 Why did the third candidate arrive in the wrong kind of clothes? Did he get the job?

Glossary

blazer /ˈbleɪzə/ a smart jacket which is not worn with matching trousers

c Do you agree with Ryan that how a candidate dresses is important? What would you wear to a job interview?

Part 3

a Watch Part 3. Complete the two 'extreme interview' questions he mentions.

1 How would you describe __________ to your __________?
2 Would you rather fight a horse-sized __________ or a hundred duck-sized __________?

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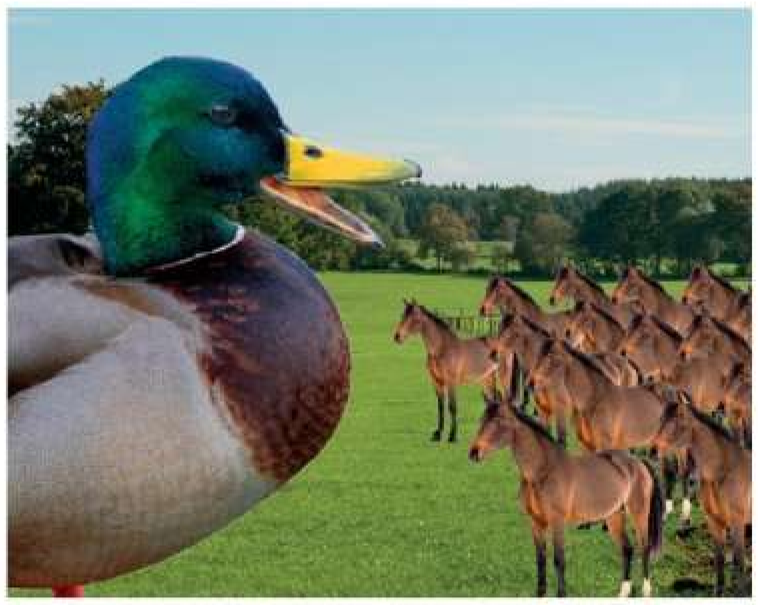
Welcome to Facebook – Log
www.facebook.com
facebook



b Watch again. Mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.

1 Ryan thinks the purpose of extreme interviewing is to see how candidates react in a strange situation.
2 He has used extreme interviewing on several occasions.
3 The first 'extreme' question he mentions was asked to see if the candidate had technical and communication skills.
4 The second 'extreme' question was asked to see if candidates had leadership potential.
5 Ryan thought that it was a good question.
6 He would have chosen the first option.

c How would you answer the two questions in **a**?

2 LOOKING AT LANGUAGE

Formal language
Ryan uses several words and expressions that would typically be used in a more formal setting, e.g. a job interview, rather than in conversation.

Watch some extracts from the interview and replace the highlighted words or phrases with the more formal equivalent used by Ryan.

1 '…you're also looking for them to show experience relevant to the position.'

____

2 'During an interview, once it has begun, I will always try to start the interview with some general questions…'

____

3 'First thing is, obviously, to make mistakes on their application – um, that's always seen negatively…'

____

4 '…but again, during the interview, when she hadn't said that's why she was doing it, it was a bit of a surprise.'

____

5 '…you would expect, expect to see suitable shoes. And the same for a, a woman as well…'

__________ __________ / __________

6 'It's not something that I have direct experience of, but I know about some of the techniques that they use…'

__________ __________ __________

7 '…I'm not even sure if I would have been able to give an immediate answer…'

____

3 THE CONVERSATION

Debbie
Sarah
Alice

a Watch the conversation. How do they respond to the question? Write **D**, **S**, and **A** on the line in the appropriate place.

☐ ☐ ☐

Yes, definitely　　It depends　　Absolutely not

b Watch it again. Match the sentence halves.

1 **Alice** Admitting you can't do something is OK if ☐
2 **Alice** If you say you can speak French on your CV and you can't, ☐
3 **Sarah** It's OK to exaggerate a bit about something if ☐
4 **Sarah** If speaking a language was essential for a job, ☐
5 **Debbie** If you lie and say you can do something, ☐
6 **Debbie** If you don't have many hobbies, ☐

A it's not very important for the job.
B you will have wasted the interviewer's time and given a bad impression of yourself.
C it's a good idea to exaggerate a bit.
D you say you are prepared to learn.
E it might be expensive for the company when they discover the truth.
F I wouldn't say I could do it.

c Do you think it's OK to slightly exaggerate on your CV? Who do you agree with most, and why?

d Watch three extracts where the speakers are emphasizing something and complete the gaps.

1 I think it's a __________ __________ idea to even slightly exaggerate…
2 …you might find yourself in a situation where you've wasted their time and you've just made yourself look __________ __________ silly.
3 I've __________ exaggerated on a CV.

e Now watch two more extracts. What does the speaker do with the missing word to make it more emphatic?

1 …but I wouldn't do that if I knew the job was going to require me __________ that language…
2 …you shouldn't outright lie because you __________ get caught out and a lot of the times it could cost a company a lot of money…

f Now have a conversation in groups of three.

1 Do you think that to get a job today, who you know is still more important than what you know?
2 Do you think CVs and interviews are a reliable way of selecting people for a job?

2A Doctor, doctor!

> Never go to a doctor whose office plants have died.
> *Erma Bombeck, American journalist*

G present perfect simple and continuous **V** illnesses and injuries **P** /ʃ/, /dʒ/, /tʃ/, and /k/

1 VOCABULARY illnesses and injuries

a Do the first-aid quiz with a partner. As you read the options, try to work out the meaning of the highlighted words and phrases.

b **C Communication** Medical myths or first-aid facts? **A p.106 B p.111** Check your answers to the quiz and explain the reasons to your partner.

c **V p.152 Vocabulary Bank** Illnesses and injuries

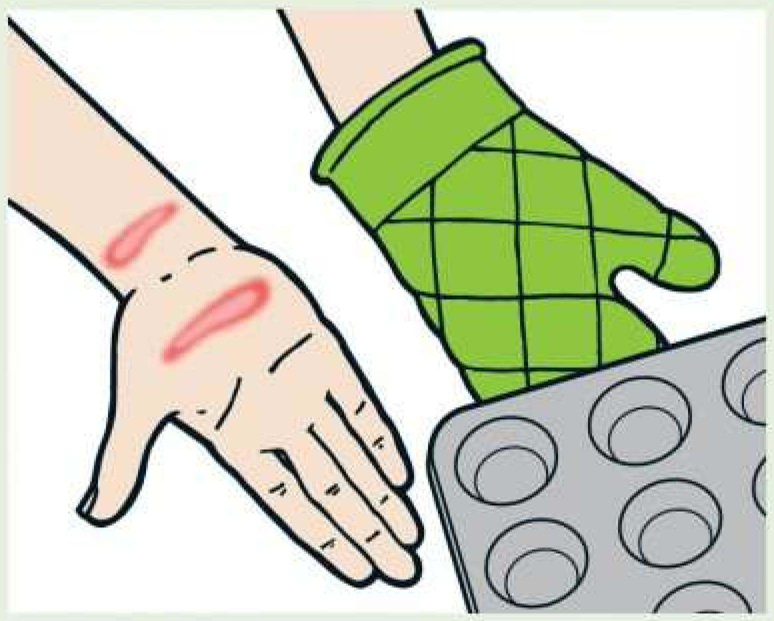
d What illnesses or injuries might you get if you are…?

eating out hiking in the mountains
doing sport visiting a tropical country

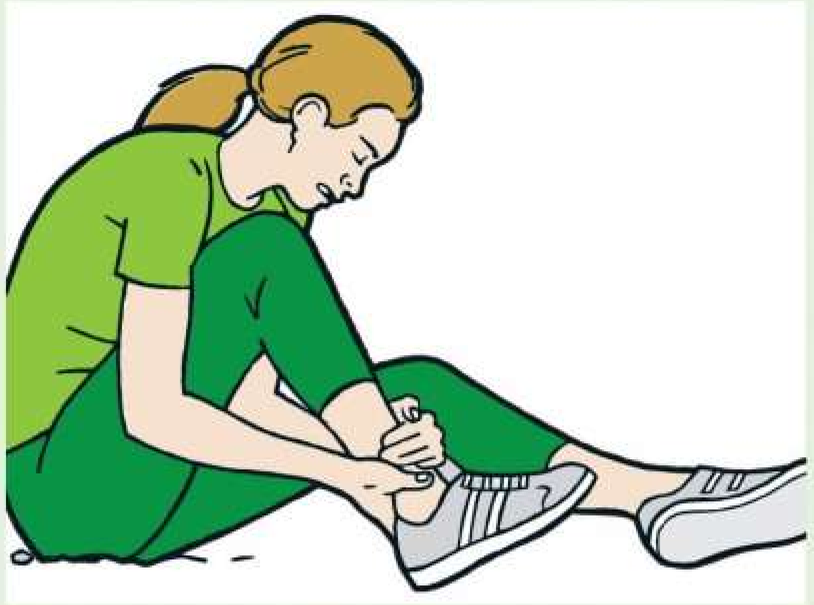
MEDICAL MYTHS OR FIRST-AID FACTS?

First aid can help treat a minor injury, or even save a life in a medical emergency. However, it's important to know what NOT to do. Sometimes, incorrect first aid can actually be more harmful than helpful. So how useful is the advice you've heard? Do our quiz to find out.

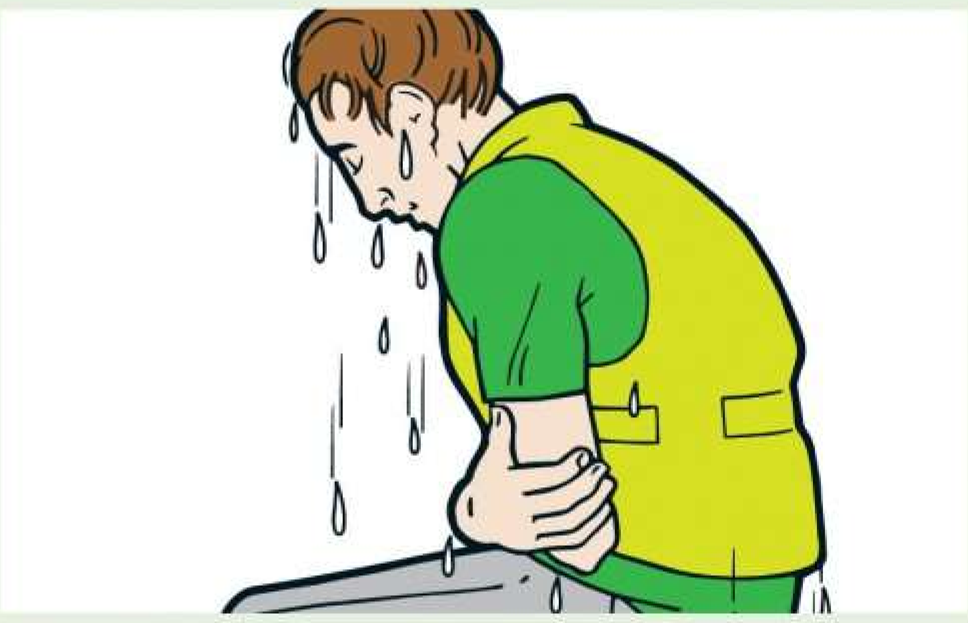
For each question, decide which answers are myths (**M**) and which are facts (**F**).



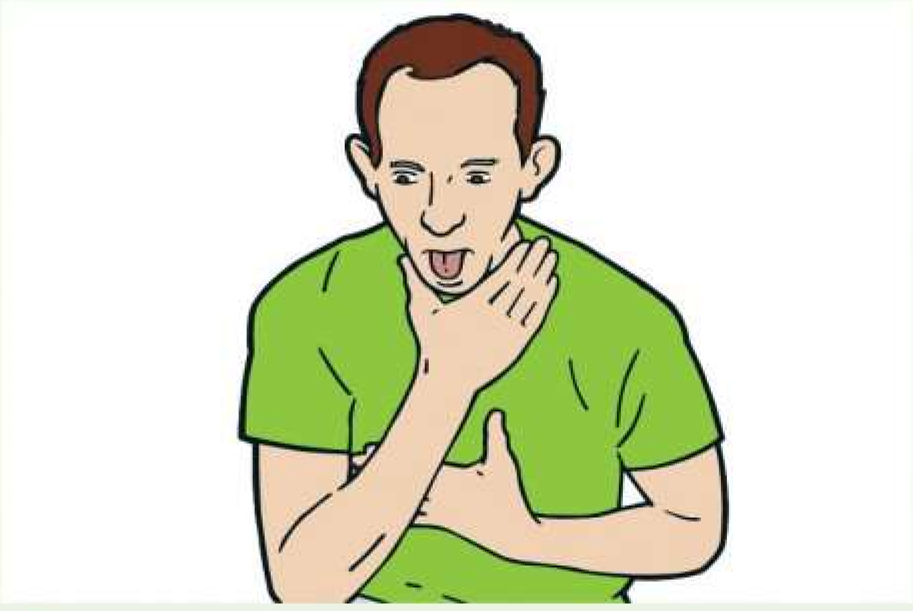
1 What's the first thing you should put on a burn?
- a ☐ butter
- b ☐ cool running water
- c ☐ an ice pack



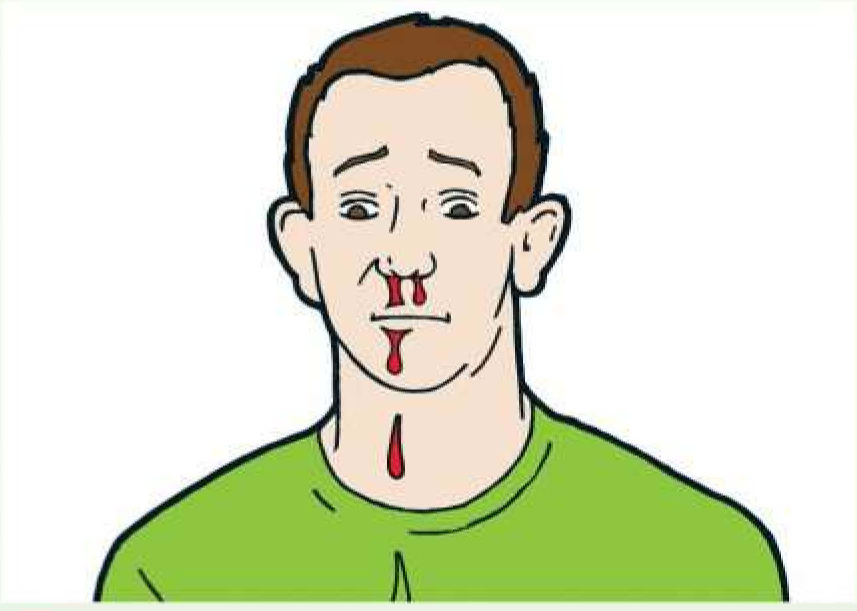
2 How should you treat a sprained ankle?
- a ☐ put a hot, damp cloth on the ankle
- b ☐ put an ice pack on the ankle
- c ☐ put the leg up, e.g. on a chair



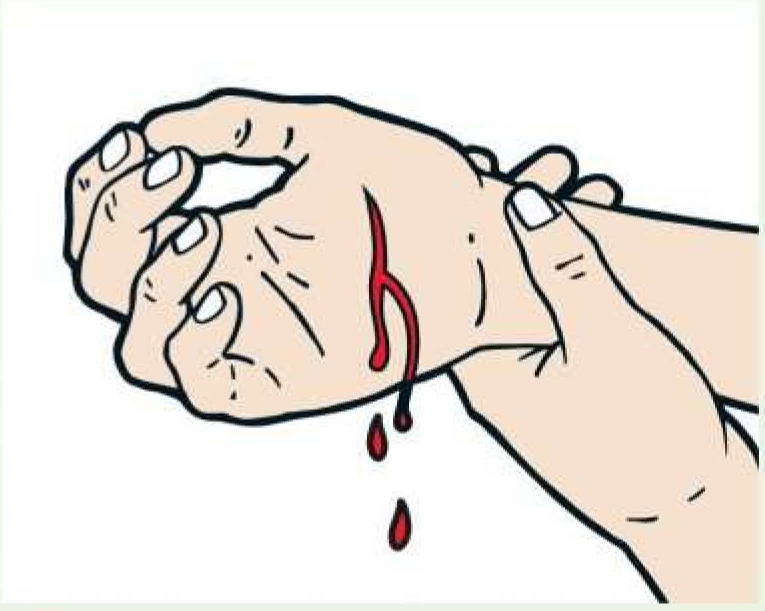
3 What's the best thing to do for someone with hypothermia?
- a ☐ rub their arms and legs to warm them up
- b ☐ give them a brandy or a hot coffee
- c ☐ cover them in something warm, e.g. a coat or a blanket



4 What's the first thing to do if someone is choking?
- a ☐ stand behind them and press their stomach inwards
- b ☐ make them continue to cough hard
- c ☐ hit them hard on the back



5 What's the best way to stop a nosebleed?
- a ☐ tip your head forwards
- b ☐ pinch the soft part of your nose
- c ☐ tip your head backwards



6 After you have cleaned a bad cut, what should you do…?
- a ☐ put on a bandage
- b ☐ put on antiseptic cream
- c ☐ leave it open to the air

2 PRONUNCIATION /ʃ/, /dʒ/, /tʃ/, and /k/

1	2	3	4

a How do you pronounce sounds 1–4 in the chart? Write the words from the list in the correct column.

ache allergic bandage choking
emergency infection injury pressure rash
sick stomach temperature unconscious

b 2.5 Listen and check. Practise saying the words.

c Use the words in **a** to answer questions 1–3 about the sound-spelling rules.

1 What ways can you spell the /ʃ/ sound? Which do you think is most common?
2 How do you often pronounce *g* before *i* and *e*?
3 Which two ways can *ch* be pronounced? Which do you think is the more common?

d **P p.166–7 Sound Bank** Look at the typical spellings for /ʃ/, /dʒ/, /tʃ/, and /k/, and more examples. Practise saying the words.

e 2.6 Look at some more medical words. Are they the same in your language? Which sounds in **a** do they contain? Listen and check.

cholesterol indigestion injection
operation scratch surgeon syringe

3 LISTENING & SPEAKING

a Talk in pairs. What would you do and why?

If you were in the street and saw someone who had a medical problem, what would your immediate reaction be?

a I wouldn't do anything myself, but I would wait to see if someone else was able to help.
b I'd call an ambulance and stay with the person until it came.
c I'd go up to the person and see if I could do any first aid.

b 2.7 You are going to listen to Jane, Daniel, and Alison talking about a time when someone needed first aid. First, listen to some extracts and complete the expressions.

Jane

1 …he didn't have a __________, so I thought he was probably __________ __________ __________ __________.
2 …he took her to one side to __________ __________ __________, because obviously she was __________ __________.
3 I kept going until the __________ __________ __________…

Daniel

4 …an old lady stepped off the pavement in front of me and she __________ __________ __________ into the road.
5 She'd fallen heavily, but she __________ __________ __________…
6 It was obviously an effort for her to sit up, it was __________ __________…

Alison

7 Then all of a sudden, he stopped walking and __________ __________…
8 Some teenagers in the queue __________ __________ __________…
9 …then they put him on a stretcher and __________ __________ __________.

c 2.8 Now listen to their stories. When the incident happened, did they help? Why (not)?

d Listen again and answer the questions for each story.

1 What was he / she doing when it happened?
2 Who needed first aid? Why?
3 What did he / she do?
4 What happened in the end?
5 How did he / she feel a) during the event, b) after the event?

e Talk in small groups.

Have you ever been in a situation where you had to give first aid? Who to? Where were you? What happened? How did you feel?

Has anyone ever had to give you first aid? Why? Where were you? What happened?

Have you ever received any first-aid training? If no, would you like to? In which jobs should people be given compulsory first-aid training?

What could you do if someone…?

- had a severe allergic reaction
- had a high temperature
- got very bad sunburn
- felt faint and dizzy
- got a big blister on their foot
- got food poisoning
- had an epileptic seizure

4 **GRAMMAR** present perfect simple and continuous

I've got…
and…
and…
Not again…

a **2.9** **Listen to a conversation between a doctor and a patient and answer the questions.**

1 What symptoms does the patient have?
2 What does he think might be wrong with him?
3 What does he think he needs?
4 What does the doctor suggest?

b **2.10** **Listen to what the doctor and receptionist say after Mr Payne has left. What do they think of him? Do you know the name for someone like this?**

c **2.11** **Now listen to some extracts from the conversation in a and circle the correct form, present perfect simple or continuous. Are there any where you think both options would also be possible?**

1 *I haven't been feeling / I haven't felt* well for a few days.
2 *I've been coughing / I've coughed* a lot and I keep getting headaches.
3 What *have you been taking / have you taken* for the headaches?
4 How many tablets *have you been taking / have you taken* today?
5 And *have you taken / have you been taking* your temperature this morning?
6 Yes. *I've been taking it / I've taken it* five or six times already.
7 I think I need a blood test. I *haven't had / haven't been having* one for two months.

d **G p.134 Grammar Bank 2A**

e **In pairs, use the prompts to ask and answer the questions. The first question should be present simple and the second should be present perfect simple or continuous.**

1 / often *get* colds? How many colds / *have* in the last three months?
2 / *take* any vitamins or supplements? How long / *take* them?
3 / *drink* much water? How many glasses / *drink* today?
4 / *do* any exercise? What? How long / *do* it?
5 / *eat* a lot of fruit and vegetables? How many portions / *have* today?
6 / *walk* to school (or work or university)? How far / *walk* today?
7 How many hours / *sleep* a night? / *sleep* well recently?
8 / *be* allergic to anything? / ever *have* a serious allergic reaction?

5 READING & SPEAKING

a **Look at the title of the article on p.19 and read the first paragraph. With a partner, try to complete the definition of a *cyberchondriac*. Do you think the tone of the article is humorous or serious?**

cyberchondriac /ˌsaɪbəˈkɒndriæk/ (*noun*) a person who compulsively searches the internet for information about ______________________

b **Now read the whole article. Complete the summary of each paragraph with phrases a–e.**

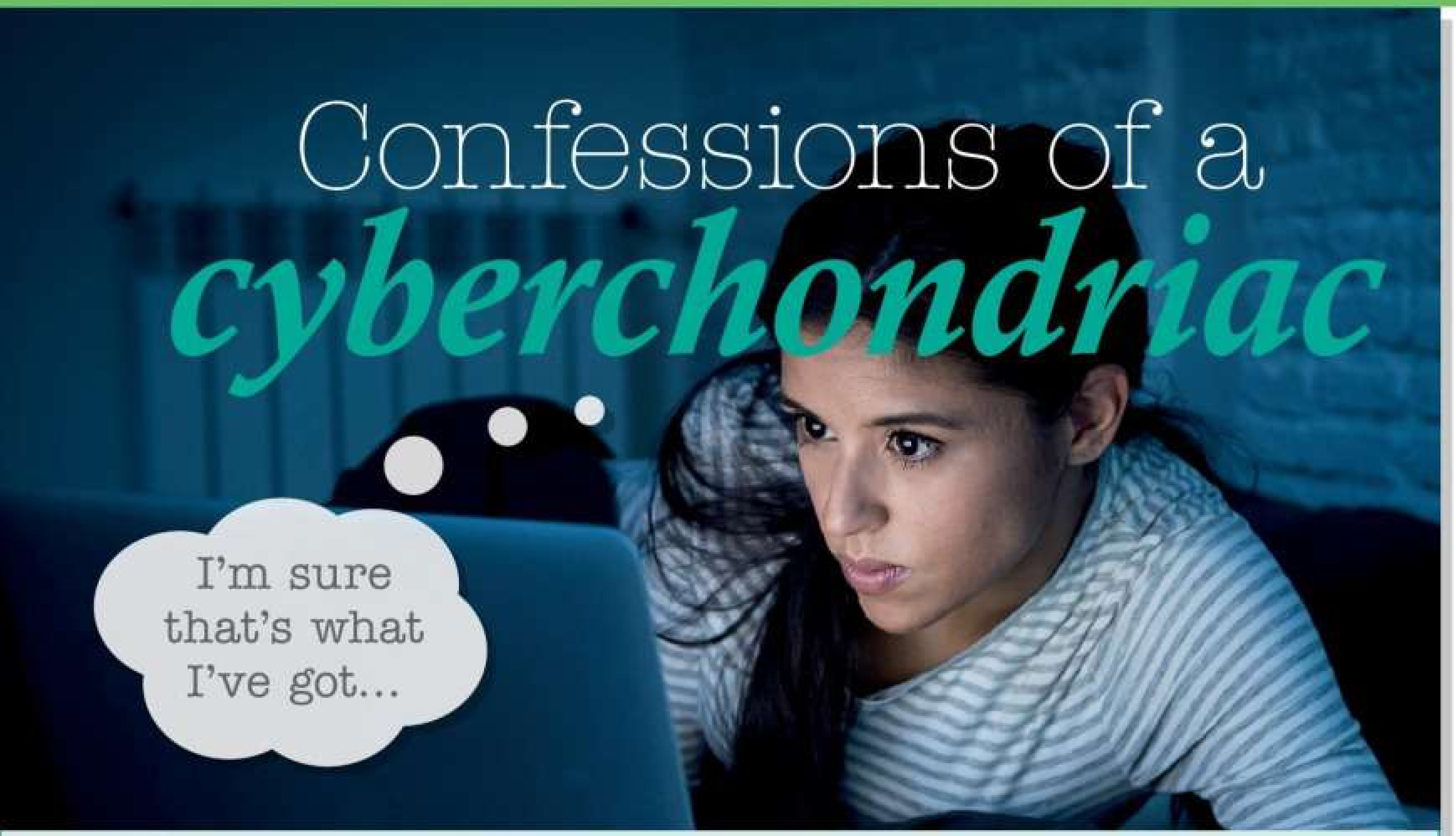
1 When the writer found out that she had a fast heart rate, she ☐
2 At the hospital, she discovered that she ☐
3 Since she returned from the hospital, she ☐
4 It's difficult to know from online information whether a condition ☐
5 A lot of online medical information ☐

a has been obsessively checking her symptoms online.
b googled the possible causes.
c isn't very reliable or up to date.
d was suffering from a chest infection and cyberchondria.
e is rare or very common.

c **Match the highlighted phrases in the article related to medicine to definitions 1–7.**

1 ______________ the medical treatment of a heart problem that involves an operation
2 ______________ successful treatments for an illness that was thought to be impossible to cure
3 ______________ **IDM** not feeling very well
4 ______________ exaggerated reports in the news that make people worry
5 ______________ the most terrible situations that could happen
6 ______________ the speed at which your heart beats
7 ______________ an illness which could kill you

Confessions of a *cyberchondriac*


I'm sure that's what I've got...

Please Do Not
Confuse Your
Google
Search
With My
Medical Degree

1 **A few weeks ago,** I was feeling under the weather. After days of intensive internet diagnosis, I finally went to see my doctor. After examining me, she told me that my heart rate was a bit fast and sent me off to the hospital for some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is *supraventricular tachycardia*. Then I typed these two words into Google. Sadly, the problem with Dr Google is that he isn't exactly a comfort in times of crisis. One website immediately scared me with a list of 407 possible causes.

2 I raced to the hospital, convinced that I probably needed open-heart surgery. Four hours later, I got a diagnosis. I had a chest infection…and a bad case of *cyberchondria*. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches – a not-insignificant number – were health-related.

3 Unfortunately, once you have it, cyberchondria can be hard to cure. Since my trip to hospital, I have been obsessively checking my pulse, swapping symptoms in chat rooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the ECG machine was faulty? It's exhausting trying to convince yourself that you might have a life-threatening illness.

4 The Microsoft study also revealed another serious problem – that online information often doesn't discriminate between common and very rare conditions. One in four of all articles thrown up by an internet search for *headache* suggested a brain tumour as a possible cause. Although it is true that this may be the cause, in fact, brain tumours develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in *mouth ulcer* and see that *mouth cancer* has several mentions near the top, you think that it must be very common. However, this is not the case at all.

5 Another problem for cyberchondriacs is that online medical information may be from an unreliable source, or out of date. A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. 'Once something has been put up on the internet, even if it's wrong, it's difficult to remove,' says Sarah Jarvis, a doctor. 'This is a problem, especially with scare stories, and also with some alternative remedies which claim to be miracle cures, but which may actually do you harm.' Check the information? Sorry, I don't have time – I'm off to buy a heart-rate monitor!

Adapted from The Sunday Times

d Now read each paragraph again carefully and choose a, b, or c.

1 The problem with Dr Google is that the information is ____.
a insufficient b worrying c false

2 Microsoft's survey discovered that ____ searches are to do with health.
a very few
b quite a lot of
c the majority of

3 The information the writer has found since coming back from hospital has ____.
a made her cyberchondria worse
b made no difference to her cyberchondria
c cured her cyberchondria

4 One of the problems with internet searches is that they ____.
a don't rank answers in order of probability
b only focus on common illnesses
c don't always give an answer

5 Most people are unlikely to check ____ health information was posted.
a why and by who
b how and when
c when and by who

e In small groups, answer the questions. Ask for and give as much information as possible.

1 Do you know anyone who you think is a hypochondriac or a cyberchondriac? What kinds of things do they do?

2 Do you think people in your country worry a lot about their…?

blood pressure cholesterol level
digestive system liver

Give examples if you can. Are there other things related to health that they worry about?

6 WRITING

W p.115 Writing An informal email
Write an email to a friend explaining that you haven't been well, and saying what you've been doing recently.

Glossary
ECG machine electrocardiogram machine, used to test people's heart rate

2B Act your age

Is someone different at age 18 or 60? I believe one stays the same.
Hayao Miyazaki, Japanese film director

G using adjectives as nouns, adjective order **V** clothes and fashion **P** vowel sounds

1 READING & SPEAKING

a Think of an older person you know who seems much younger than they actually are. Circle any of the adjectives below that you would use to describe them.

active brave energetic funny glamorous impulsive
independent lively open-minded sociable

b Describe the person to a partner, and say what they do that makes them seem younger than their age.

c Look at the photo of Dilys and Sian. Approximately how old do you think they are?

The joy of the age-gap friendship

Modern life makes it hard for the old and the young to meet, and even harder to become best friends. What's the secret?

▲ Dilys and Sian

Dilys on Sian

I met Sian at an event where we were both speakers, and we just clicked. I could see she was just a great person, and cleverer than most. She was a glamorous, lively woman, who talked about being an entrepreneur and her love for her father.

She started inviting me to different places. I went to the races with her – not the sort of thing I normally do. She brought fun back into my life when I was working hard to run a charity. The new experiences we share help to keep me alive. When I was ill last Christmas, she really rescued me. She came in like a hurricane, with decorations, firewood, champagne. I was feeling sad and afraid, and she told me that wasn't allowed.

'She brought fun back into my life.'

Sian's full of energy and warmth. I feel I understand her because she represents my younger self. Mine wasn't a typical path; I always wanted to be a bit different. I was a dancer and taught the art of movement. I got married within six weeks, but divorced when my only son was seven. I've got the life I wanted, but it isn't always easy. I try to offer that perspective to Sian.

Sian on Dilys

I met Dilys in Cardiff, where we both live, at an event called Superwoman. We were both invited to speak and were at the same table. Dilys did a lot of charity work with disabled people, as well as being the world's oldest female solo skydiver. I was there to talk about my media marketing company. We hit it off; I thought she was amazing and the way I want to be as I grow older.

We love to sit with a takeaway and listen to Mozart. We like films and the theatre. She has a huge amount of energy and can dance for longer than me. She even persuaded me to do a skydive, despite my fear of heights. When we're in a cab, taxi drivers ask how we met, but we never think of our age gap. She advises me on my love life, work, and how to be a better person.

'She's the way I want to be as I grow older.'

I often walk into Dilys's house when I'm stressed and within seconds I'm more relaxed. She calms me down when I'm angry, and teaches me to see things from other people's point of view. Now, she's the first person I ring when anything good or bad happens. My family say how much good she does me.

Adapted from The Guardian

Glossary

the races a series of horse races that happen at one place on a particular day

d Now read the article, where each woman talks about how they met and about their relationship. Who are the following sentences true of? Write **S** (Sian), **D** (Dilys), or **B** (both of them).

1 ☐ She admires the other person.
2 ☐ She cheered the other person up on one specific occasion.
3 ☐ She got on immediately with the other person.
4 ☐ She has done an extreme sport.
5 ☐ She has helped the other person to be more open-minded.
6 ☐ She has introduced the other to things she hadn't tried before.
7 ☐ She likes cultural activities.
8 ☐ She manages an organization which helps people.
9 ☐ She runs a company.
10 ☐ She's good at giving advice.
11 ☐ She's very energetic.
12 ☐ She doesn't like being in high places.

e Look at your answers to **d**. What do you think is the secret of Dilys and Sian's friendship?

f Now look at the photo of Dave and John. What do you think the age difference is between them?

▲ Dave and John

g **C Communication** The joy of the age-gap friendship **A p.107 B p.111** Read about Dave and John and compare what they say about each other.

h Complete some phrases from the four texts. Compare with a partner and explain what they mean in your own words.

1 **Dilys** We just cl__________.
2 **Sian** We h__________ it off.
3 **Sian** We never think of our age g__________.
4 **Sian** She…teaches me to see things from other people's p__________ of v__________.
5 **Dave** I've learned never to t__________ sides.
6 **John** (He loves cars;) I couldn't c__________ less.
7 **John** I l__________ up to him.

i Talk to a partner.

- Are you good friends with anyone who is a lot older or younger than you?
- If yes, how did you meet? Why do you get on well? What kind of things do you do together?
- If no, what advantages do you think there are to having a friend of a different generation?
- Is there a family member from a different generation who you are close to? What do you like about them?

2 GRAMMAR using adjectives as nouns, adjective order

a Look at the sentences in 1 and 2 below and decide if you think they are right (✓) or wrong (✗). Compare with a partner and say why you think the ✗ ones are wrong.

1 a ☐ In general, it's difficult for the old and the young to be good friends.
  b ☐ In general, it's difficult for the old people and the young people to be good friends.
  c ☐ In general, it's difficult for old people and young people to be good friends.
2 a ☐ Sian is a lively, dark-haired, Welsh woman.
  b ☐ Sian is a Welsh, lively, dark-haired woman.
  c ☐ Sian is a dark-haired, Welsh, lively woman.

b **G p.135 Grammar Bank 2B**

c Discuss the statements below in small groups. Do you agree? Why (not)?

- Young people don't respect the old as much as they used to.
- Politicians should be at least 40 years old – the young don't have enough experience for such a responsible job.
- Rich people are often less generous than poor people.
- The unemployed should take any job they can. Any job is better than no job.
- The homeless should be allowed to live rent-free in empty second homes.

3 VOCABULARY clothes and fashion

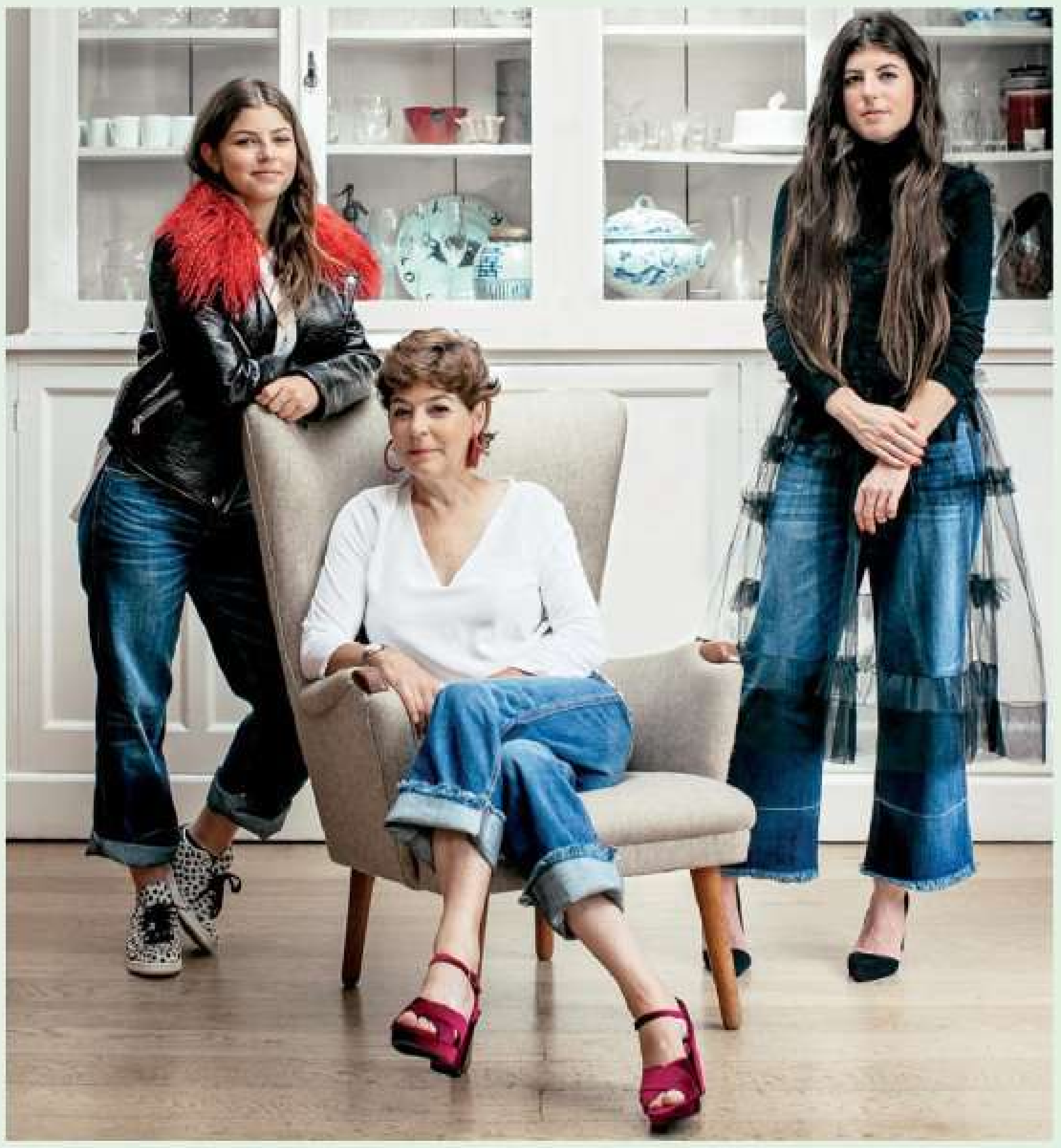
a Look at the title of an article about fashion. What's your answer to the question?

b Look at the photo of the Hoppen family and read the article. Complete the highlighted phrases with the clothes in the list.

dress jacket jeans sandals sweater top trainers

Can the same clothes work for all ages?

A recent survey found that 54% of British women borrow clothes from their mothers' wardrobes. One in five also 'share' with their grandmothers. 'It's not about what you "should" wear when you're young or old', says designer Emilia Wikstead. 'It's about finding the things that really suit you, regardless of your age.'



The Hoppen family:
Plum Hoppen (21),
her mother Jenny (60),
her sister Daisy (31)
[= from left to right]

When three women of the same clothing and shoe size live under the same roof, clothes are bound to go missing. 'I remember seeing this girl in the park and thinking, "That's a nice dress; it looks like one of mine."', says Jenny Hoppen. 'And I realized it was Daisy, going to a wedding, wearing my dress and shoes.' But even if they borrow from each other, the same piece looks different on them all.

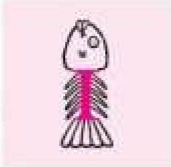
In the photo, they are all wearing the same [1] cropped __________. Plum wears hers with [2] a leather __________ and [3] patterned __________, but they look just as good on Jenny with [4] a silk V-neck __________ and [5] red velvet __________, or on Daisy with [6] a see-through black __________ worn over [7] a black polo-neck __________. 'The principle we learned from our mother', says Daisy, 'is to have our own sense of style and be adventurous.'

c Whose 'look' do you prefer? Do you ever borrow clothes or accessories from people in your family, or friends?

d **p.153 Vocabulary Bank** Clothes and fashion

4 PRONUNCIATION vowel sounds

a Say the vowel sounds below. Are they short, long, or diphthongs?

1		denim velvet linen striped
2		plain lycra tie tight
3		lace leather waistcoat suede
4		fur scruffy shirt skirt
5		loose shoes suit wool

b 2.21 Circle the different sound in each group. Listen and check.

c 2.22 Listen to some phrases describing clothes. Is anyone in the class wearing them, or something similar?

d Talk in pairs.

What would or wouldn't you wear…?

to a formal interview on the beach
to work or school / university
to a wedding sightseeing in a city

5 LISTENING & SPEAKING

a Look at the clothes in the photos. What age group do you associate them with?

1 a cardigan and fur slippers

2 a leather miniskirt

3 very short shorts

I'M NEVER RONG.

4 tight jeans and a T-shirt with a slogan

5 a blazer and chinos

b 🔊 2.23 Listen to a radio discussion about dressing your age. Match the clothes 1–5 in **a** to what the journalists say about them, A–F. There is one comment you don't need.

A ☐ 'They never suit an older person.'
B ☐ 'They make younger men look older than they are.'
C ☐ 'A woman in her 70s looked great in one.'
D ☐ 'Middle-aged men tend to wear them a lot.'
E ☐ 'Older people should never wear clothes made of this material.'
F ☐ 'Your grandma probably won't like them as a present.'

c Listen again and mark the opinions **T** (true) or **F** (false). Correct the **F** ones.

Liza thinks that…

1 90% of women dress younger than their age.
2 teenage girls would never dress older than their age.
3 it's fine for older women to wear trendy clothes.

Adrian thinks that…

4 very few men admit to dressing younger than their age.
5 Mick Jagger looks awful in many of the clothes he wears.
6 men normally wear a suit and tie to work.

d In pairs, think about what the journalists said, and try to complete their fashion rules.

Liza Wear whatever you think _______________ and makes you _______________.
Adrian Dress for the age _______________, not for the age _______________.

e 🔊 2.24 Listen to the end of the discussion and check. Who do you agree with more, Liza or Adrian?

f Work in groups of three, and discuss three of the topics below. Take turns to be the presenter. The presenter chooses the topic and manages the discussion. Try to use the language from the box.

- People should stop buying new clothes and buy more second-hand and vintage clothes.
- Men are just as interested in shopping for clothes as women.
- Nowadays, nobody is prepared to suffer in order to look good. The most important thing is comfort.
- You can tell a lot about someone's personality from the clothes they wear.
- Cheap fashion means exploiting people in less developed countries.

Managing discussions

Let's start with you, (Liza).
(Adrian,) what about…?
Let's go back to…
So, to sum up…
Can you let (Liza) finish?
Sorry. Go ahead.

Politely disagreeing

Sorry, but I don't agree.
True, but…
I'm not sure about that.
I agree up to a point, but…

6 WRITING

a Imagine you have decided to sell two items of clothing on eBay. Write detailed descriptions, using the example below as a model. Set a starting price.

Blue and white striped cotton shirt – Size M

Condition: New without tags

"Never worn! Would look great with jeans. Perfect for the summer."

£4.50

b Now read some other students' adverts. What would you like to bid for?

7 VIDEO LISTENING

a Watch an interview about the Hiut jeans company. What do you think is the unique selling point (USP) of their jeans?

b Watch the interview again. Then make notes under the following categories.

Description of jeans
1 Material: *denim*
2 Style:
3 Celebrity wearer:
History of company
4 When David and Clare started it and why:
5 Who they employ:
6 How many pairs of jeans they produce per week:
7 How they try to make their jeans environmentally friendly:

c Would you like to have a pair of Hiut jeans? Would you be prepared to join the no-wash club? Why (not)?

1&2 Revise and Check

GRAMMAR

a Complete the sentences with one word.

1 What were you and Sarah talking __________?
2 You didn't like her latest novel, __________ you?
3 My father loves opera and so __________ my mother.
4 **A** I've been to India twice.
  B __________ you? I'd love to go.
5 What have you __________ doing since last week?

b Circle a, b, or c.

1 Could you tell me what time ____?
  a the bus leaves b leaves the bus
  c does the bus leave
2 How many people ____ this computer?
  a do use b use c does use
3 You're not eating much. ____ like the food?
  a You don't b Don't you c Aren't you
4 **A** Why didn't you call me?
  B I ____, but your phone was switched off.
  a do call b did called c did call
5 My parents are both blonde but my sisters ____.
  a don't b aren't c are
6 ____ three cups of coffee already this morning.
  a I've been having b I've had c I have
7 That was probably the worst film ____!
  a I've ever seen b I've never seen
  c I've ever been seeing
8 I met ____ at my language class today.
  a a Swiss b the Swiss c a Swiss girl
9 Some people think that ____ don't pay enough tax.
  a the rich b the rich people c rich
10 I got a ____ bag for my birthday.
  a beautiful leather Italian
  b Italian leather beautiful
  c beautiful Italian leather

VOCABULARY

a Complete the compound adjectives.

1 My boss is very bad-__________. When things go wrong, he starts shouting at everyone.
2 I'm very __________-minded. I tend to forget things.
3 I think Paul is a bit tight-__________. He never spends money unless he absolutely has to.
4 Sylvia won't have any problems at the interview – she's very self-__________.
5 That dress is very old-__________. It looks like the kind of thing my granny would wear.

b Write words for the definitions.

1 bl__________ (*verb*) to lose blood from an injury
2 sw__________ (*adj.*) bigger than normal, especially because of an injury or infection
3 b__________ (*noun*) a piece of cloth used to tie round a part of the body that has been hurt
4 t__________ (*noun*) a pain in one of your teeth
5 r__________ (*noun*) an area of red spots caused by an illness or allergy

c Circle the correct verb or verb phrase.

1 I *have / feel* a bit dizzy. I need to sit down.
2 She *burnt / sprained* her ankle when she was jogging.
3 It was so hot in the room that I nearly *fainted / choked*.
4 This skirt doesn't *fit / suit me*. It's a bit too big.
5 Can I go in jeans? I don't feel like getting *dressed / changed*.

d Circle the word that is different.

1 striped spotted plain patterned
2 silk cotton fur smart
3 collar sleeveless hooded long-sleeved
4 lycra scarf vest cardigan
5 fashionable scruffy stylish trendy

e Complete with one word.

1 My mother had very bad flu last week, but she's beginning to get __________ it now.
2 Please lie __________ on the couch over there.
3 I'm feeling sick. I think I'm going to __________ up.
4 Do we really need to dress __________ for the party tonight?
5 Please __________ up your clothes in the wardrobe.

PRONUNCIATION

a Circle the word with a different sound.

1		ache choke checked matches
2		unconscious rash fashion suede
3		injury striped silk blister
4		allergic burnt wear fur
5		cough flu suit loose

b Underline the main stressed syllable.

1 in|cre|di|bly
2 big-|hea|ded
3 an|ti|bi|o|tics
4 swim|suit
5 fa|shio|na|ble

CAN YOU understand this text?

a Read the article once. Do the scientists who have studied Scott Kelly agree about the effect of space travel on the human body?

b Read the article again and choose a, b, or c.

1 Scientists expected that, after spending a year in space, Scott Kelly would be…
   - a more intelligent.
   - b taller and lighter.
   - c younger.

2 Telomeres prevent…
   - a ageing.
   - b radiation.
   - c damage to our chromosomes.

3 Scientists are afraid that astronauts…
   - a will not want to do long space flights.
   - b will have a lot of long-term health problems.
   - c won't be able to travel further than Mars.

4 In space, astronauts…
   - a are made to use the gym twice a week.
   - b exercise more than when they are in training.
   - c are not allowed to eat whatever they like.

CAN YOU understand these people?

2.25 Watch or listen and choose a, b, or c.

1 Sean

2 Harry

3 Maria

4 Tom

1 One of the questions Sean was asked at a job interview was ____.
   - a whether he liked working in restaurants
   - b which his favourite team was
   - c who his favourite superhero was

2 In the house where Harry grew up, there is a ghost which ____.
   - a all of her family have seen
   - b all of her family have heard
   - c all of her family are afraid of

3 Maria gave her little brother first aid when ____.
   - a her mother was not at home
   - b his older brother had hit him on the head
   - c he fell off the sofa and cut himself

4 Tom's friend ____.
   - a is 16 years older than him
   - b works as an actress
   - c makes him laugh a lot

Astronaut returns from space younger than his twin

American astronaut Scott Kelly, and his identical twin **Mark**, also a retired astronaut, may be the most studied siblings in the history of science. Each time one of them went into space while the other remained on Earth, both men would carry out dozens of experiments, including cognitive exercises, genetic sequencing, and testing for bacteria on their bodies. When Scott landed in Kazakhstan last year, after 340 days in space, he came back two inches taller, fifteen pounds lighter, and with a strong desire to jump into a swimming pool. Changes like these were predictable and temporary. Now, however, scientists have found the first signs of a change that no one expected – during his year on board the International Space Station, Scott's body had become younger.

One of the genetic indicators of human ageing is the length of our telomeres. Telomeres are the caps at the end of each strand of DNA that protect our chromosomes, like the plastic tips at the end of shoelaces. Normally, telomeres get shorter as we age; they are about 11,000 molecules long when we are born and only about 4,000 long in old age, and this means that our DNA is increasingly vulnerable to damage as we get older. However, an analysis of Scott Kelly's cells, led by Susan Bailey, professor of radiation cancer biology at Colorado State University, showed that the 52-year-old astronaut's telomeres got longer while he was in space, before shrinking back again after returning to Earth.

In theory, expanding telomeres indicate the reversal of part of the ageing process. However, they are also strongly linked to cancer. NASA is aiming to send humans to Mars and beyond, but many scientists worry that long-haul trips into space could cause astronauts to suffer from chronic and severe health problems. So this is definitely not good news, and it could have serious implications for the future of space travel.

Christopher Mason, assistant professor of physiology and biophysics at Cornell Weill Medicine in New York, takes a different view. Professor Mason's team also found changes in Scott Kelly's genes while he was in space. But he thinks this may be less a result of simply being in space, and more due to the intense NASA fitness regime. 'On Earth, you might go to the gym on Tuesday and then decide you can't be bothered on Thursday and go to the pub, but on the space station, the astronauts exercise extremely regularly, and all food and exercise are very controlled.'

Glossary

15 pounds almost 7 kilos

Adapted from The Times

3A Fasten your seat belts

Airplane travel is nature's way of making you look like your passport photo.
Al Gore, US politician and environmentalist

G narrative tenses, past perfect continuous, *so* / *such…that* **V** air travel **P** irregular past forms, sentence rhythm

1 LISTENING & VOCABULARY air travel

a 3.1 Listen to some announcements. Would you hear them when travelling by train or by plane? Write **T** or **P**.

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐

b 3.2 Listen again to the ones you would hear when travelling by train (or Underground). What do you need to know if you want to travel on…?

1 the 11.32 train to Margate
2 the 14.15 train to Bournemouth
3 the 17.08 train to Paddington in first class
4 the Jubilee line

c 3.3 Listen again to the ones you would hear when travelling by plane. Answer the questions for each one.

- Would you hear it in the airport terminal or on the plane?
- What is it asking people to do?

d 3.4 Listen to some extracts from the announcements 1–6 in **c**. What do these formal words and phrases mean?

1 approximately	4 place, personal electronic devices
2 locate	5 requiring
3 proceed to	6 disembark, rear

e **V p.154 Vocabulary Bank** Air travel

2 READING

a When you travel by plane, bus, or train, do you normally prefer to sit at the front, in the middle, or at the back? Do you prefer a window seat or an aisle seat? Why?

b Look at the seating diagram of a plane and the seats marked with a cross. Then read the article about where to sit on a plane and match the seat numbers to the correct paragraphs.

How to get the best seat

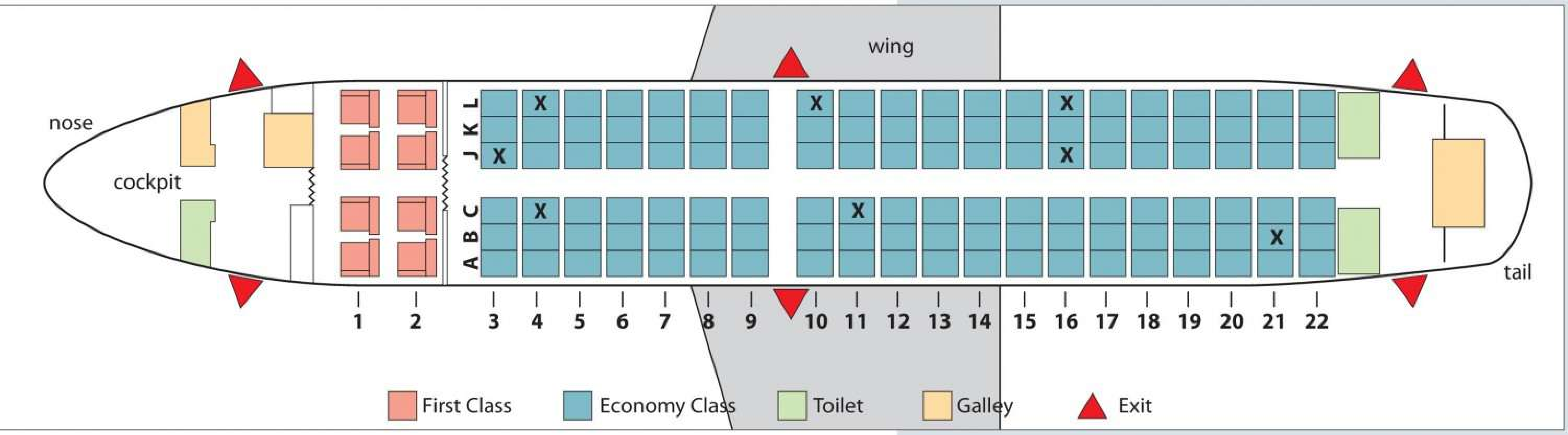
Every time you fly, and have to choose a seat, you ask yourself, 'Which is the best seat to choose?' The answer is that it depends entirely on your priorities as a passenger. *Telegraph Travel* has sifted through the research to reveal the top spots.

If you want a speedy exit ☐

You're on a city break to Europe and you're travelling light with just a small carry-on case in the [1]_______________. You want to maximize the amount of time you spend at your destination and minimize the time spent on the plane. Verdict? You need to grab an aisle seat towards the front of the plane on the left, which is where the main exit is located and where passengers leave the aircraft from.

If you want to sleep ☐

Sleep is hard to come by at an [2]_______________ of 35,000 feet. There are so many things conspiring against you that it's hard to nod off: the hum of the engines, the passenger next to you needing to get out, the lack of neck support in your seat. Some places, however, are better than others, for example, some areas of the [3]_______________ are less noisy. Window seats give you control of the window blind and a place to rest your head; they also mean you don't need to be woken up every time the passenger next to you needs the toilet. The verdict? A window seat at the front of the plane, where it is also quieter.



Adapted from The Telegraph

If you don't like turbulence

Turbulence does, of course, shake the entire aircraft, but experts claim there are some seats on a plane where bumps will feel less intense. The verdict? Sit in the middle of the plane, above the wings, which help keep the plane steady when the going gets tough.

If you need more legroom

Seats in exit rows have more legroom than most. These seats are, however, in such high demand, that some airlines, especially ^{4}______________ ones, charge more for them. They also come with restrictions: passengers in exit rows, for instance, must be willing to assist in the ^{5}______________ of the aircraft during an emergency, so they are not available for children or people needing ^{6}______________. The verdict? If you're travelling without children, if you're fit and you can afford it, choose a seat in an exit row.

If you want a better dining experience

According to Professor Charles Spence – author of *Gastrophysics: The New Science of Eating* – plane food tastes better at the front of the aircraft, where it is quieter and the air is more humid. 'Dry cabin air and the loud ^{7}______________ noise all contribute to our inability to taste and smell food and drink,' he told *Telegraph Travel*. Verdict? Sit as close to the cockpit as possible if you want to make plane food taste better. More often than not, you'll also get served first.

If you're safety-conscious

Airlines and plane manufacturers will tell you that all seats are equal when it comes to matters of safety. However, some seats are more equal than others. A 2007 study by the magazine *Popular Mechanics* found that passengers sitting near the ^{8}______________ of a plane were 40 per cent more likely to survive a crash than those sitting in the first few rows. Verdict? Sit as far back as possible.

If you want to have an empty seat next to you

If you are flying with a companion, try booking both the aisle and the window seat. You will often find that the middle seat – as it is the least favoured by passengers travelling solo – has been left empty. Relax and enjoy it.

c Now read the article again and complete it with a word or phrase from the list.

altitude cabin engine
evacuation low-cost overhead locker
special assistance tail

d According to the information in the article, which do you now think would be the best seat for you?

e **Grammar in context** *so / such…that…*

There are so many things conspiring against you that it's hard to nod off…

These seats are, however, in such high demand, that some airlines, especially low-cost ones, charge more for them.

We often use *so / such…that* to express a consequence.

- Use *so* + adjective or adverb, e.g. *The taxi driver drove so quickly* (*that*) *we got to the airport on time.*
- Use *so much* + uncountable noun and *so many* + plural countable noun, e.g. *There was so much traffic / There were so many buses on the road* (*that*) *we nearly missed our flight.*
- Use *such a* + adjective + single countable noun, e.g. *It was such a great hotel* (*that*) *we want to go back there.*
- Use *such* + adjective + uncountable or plural noun, e.g. *We had such terrible weather / such small rooms* (*that*) *we didn't enjoy the holiday.*

Complete with *so*, *so much / many*, *such*, or *such a*.

1 The flight was __________ long that I got really bored.
2 I had __________ noisy child behind me that I couldn't sleep.
3 I slept __________ badly on the flight from New York that the jet lag was worse than usual.
4 There were __________ people at Check-in that we had to queue for ages.
5 We had __________ luggage that we had to get two trolleys.
6 We met __________ nice people in the hotel that we were never bored.

3 SPEAKING

In pairs, ask and answer the questions.

If you have flown several times

1 How often do you fly? What kinds of airlines do you normally use?
2 When was the last flight you took? Where did you go? What for? Where did you sit?
3 Have you ever flown long-haul? Where did you go? How long was the flight? Did you get jet lag?
4 How do you feel about flying? Have you ever had a very bad experience on a flight?

If you have never / hardly ever flown

1 When was the last time you went on a journey? Where did you go? What for?
2 How do you normally travel a) short distances, b) longer distances? Why do you choose to travel this way?
3 What's the furthest you've ever travelled? Why did you go there?
4 What's your favourite way of travelling? Why?

Have you ever…

- been very delayed when travelling? How long for?
- missed a flight, train, or bus? Why? What did you do?
- had to sit near a screaming baby (or a child that kept kicking your seat) on a plane, train, or bus? What did you do?
- had to catch a connecting flight, train, or bus with very little time to spare? Did you catch it?

4 LISTENING

a You are going to listen to an airline pilot talking on a radio programme. Before you listen, discuss questions 1–6 with a partner and imagine what the answers will be.

1 What weather conditions are the most dangerous when you are flying a plane?
2 Is turbulence really dangerous?
3 Which is more dangerous, take-off or landing?
4 Why do passengers have to switch off electronic devices and put their tables up during take-off and landing?
5 Is it really worth listening to safety demonstrations?
6 Do you ever get scared?

b 🔊**3.9** Listen to the programme. How many of the pilot's answers did you predict correctly?

c Listen again and take notes. How does he explain his answers?

d What did the pilot say that might make you feel more relaxed next time you fly?

5 GRAMMAR narrative tenses, past perfect continuous

a Read a newspaper story about a delayed easyJet flight. What did the *Daily Mail* say had happened? What really happened?

b Read the story again and circle the correct form of the verbs 1–8.

c Now look at a sentence from the story. Which nights were the passengers at the hotel? What tense do you think the highlighted verb is?

> The 150 passengers had been waiting in hotels in Malaga for 36 hours before they were finally able to re-board the Airbus. On Saturday afternoon, they eventually left their hotels…

d **G p.136 Grammar Bank 3A**

e In pairs or groups, try to complete the two sentences in four different ways, using the four narrative tenses.

1 The police stopped the driver because he…
2 I couldn't sleep last night because…

easyJet denies
passengers asked to vote

Britain's biggest budget airline has denied that passengers on a delayed flight from Malaga to Bristol were asked to vote on whether they wanted to take off with only one engine working.

Flight EZY6058 from Malaga had originally been due to take off shortly before midnight on Thursday 8th June, but the flight was delayed because of problems with the plane. The 150 passengers had been waiting for 36 hours in hotels in Malaga before they were finally able to re-board the Airbus. On Saturday afternoon, they eventually left their hotels and ^{1}*boarded / were boarding* the plane. They ^{2}*had sat / were sitting* inside the plane waiting to take off, when the easyJet pilot told them that there was still a problem with one of the engines. He then ^{3}*asked / had asked* if the passengers, who were by now extremely frustrated and angry, would like to get off the plane, or remain on board while he ^{4}*had tried / was trying* to start the engines. However, the *Daily Mail* reported that the pilot had told passengers that there was a high chance that they would fly with only one engine working, and ^{5}*asked / had asked* the passengers whether they wanted to remain on the plane or get off.

An easyJet spokesperson ^{6}*said / was saying* later, 'The pilot never asked the passengers to vote. We would never attempt to fly the aircraft without both engines working correctly.'

After a further delay, easyJet ^{7}*provided / had provided* a replacement aircraft to take the passengers back to Bristol. They finally ^{8}*landed / were landing* in the UK at 6pm on Saturday 10th June, 40 hours behind schedule.

Adapted from The Independent

6 PRONUNCIATION irregular past forms, sentence rhythm

a Write the past simple of the following verbs in the chart, according to the pronunciation of the vowel sound.

~~become~~ ~~catch~~ cut drive fall fight fly hear
hide hold hurt keep leave lie read
ride say sleep tell think throw write

1 uː	2	3 ɔː	4 ɜː
		caught	
5 əʊ	6 ʌ	7 e	8 eɪ
			became

b Look at the verbs in **a** again. Which ones have a past participle which is different from the past simple form? Write these past participles in the chart.

c 3.12 Listen and check. Then listen and repeat.

d Read a short anecdote about a flight. With a partner, guess what the missing verbs might be.

This 1__________ when my **wife** and I were on a **flight** to **New York**, and we'd been 2__________ for a **few hours**. I was 3__________, and my **wife** was 4__________ a **film**, when **suddenly**, we 5__________ an **announcement** – 'Is **there** a **doctor** on **board**?' It 6__________ **out** that a **woman** was 7__________ a **baby**! **Luckily**, **two doctors** 8__________ **forward**, and the **baby** was 9__________ **safely**.

e 3.13 Listen and complete the gaps. Practise reading the anecdote aloud with the correct rhythm, with light stress on the main verbs and other **bold** words.

7 SPEAKING

a C **Communication** Flight stories **A p.107 B p.112**
Read a newspaper story. Then tell your partner the story.

b You are going to tell an anecdote. The story can either be true or invented. If it's invented, you must try to tell it in such a convincing way that your partner thinks it's true. Choose one of the topics below and plan what you're going to say. Use the language in the **Telling an anecdote** box to help you, and ask your teacher for any other words you need.

Talk about a time when you…

were robbed or lost something important when you were travelling or on holiday.

got completely lost while travelling in another city or country.

arrived home from a trip and had a surprise.

Telling an anecdote

Setting the scene
This happened (to me) *when I was…*
I was…-ing when…
I…, because I had / hadn't…

The main events
I decided to…, because…
So then I…
Suddenly / At that moment,…

What happened in the end
In the end / Eventually,…
It turned out that…
I felt…

c In pairs, **A** tell **B** your story. **B** show interest and ask for more details. Decide whether you think the story is true or not. Then swap roles.

This happened to me a few years ago, when I was on holiday in Mexico. I was swimming in the sea one day when I saw a shark.

Really? How big was it?

3B A really good ending?

A good story should make you laugh, and a moment later break your heart.
Chuck Palahniuk, US author

G the position of adverbs and adverbial phrases **V** adverbs and adverbial phrases **P** word stress and intonation

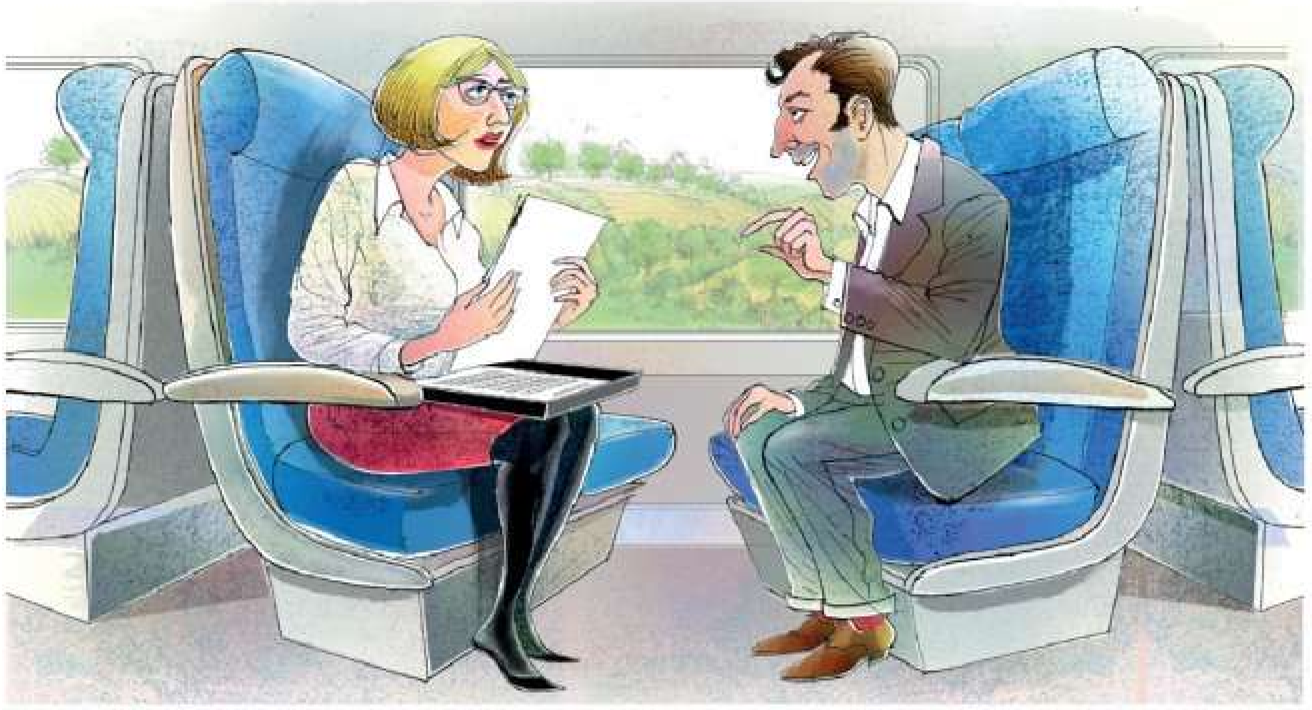
1 GRAMMAR the position of adverbs and adverbial phrases

a Read four 50-word stories. With a partner, predict how you think each story ends.

fiftywordstories.com

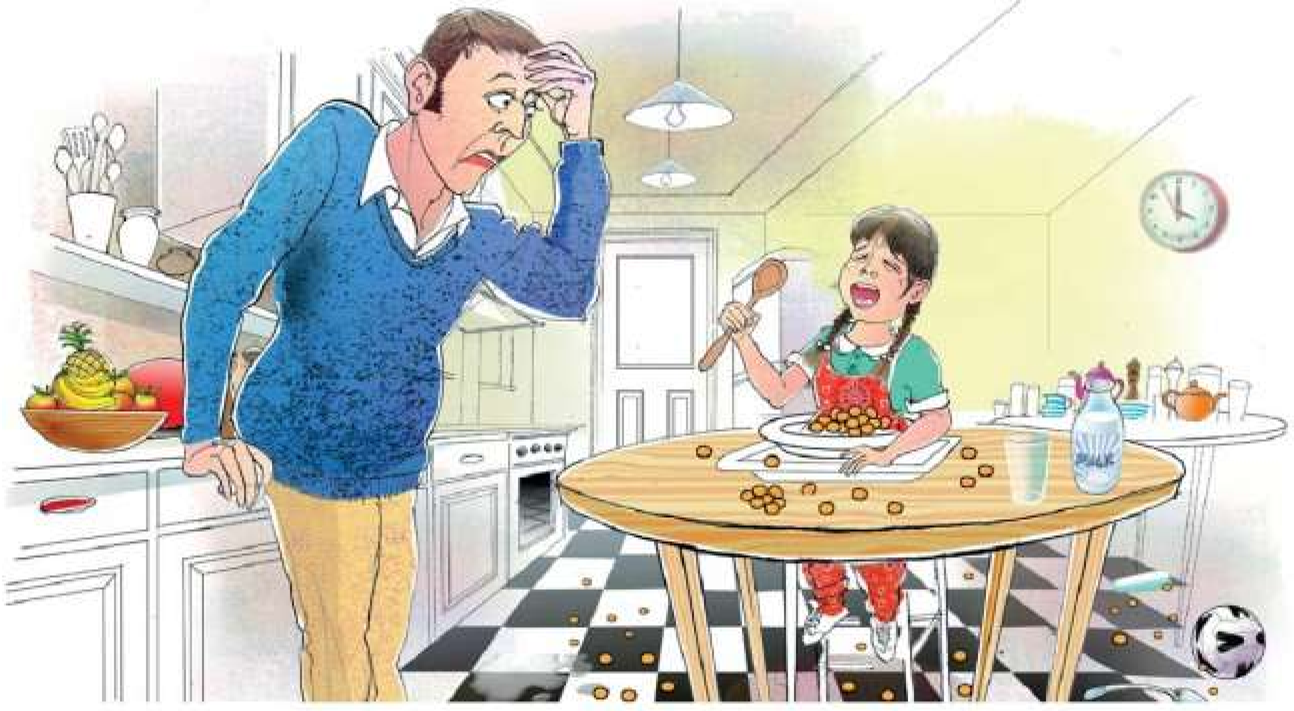
fiftywordstories.com is a website to which people from all over the world contribute 50-word stories in English.

① Sweet talking



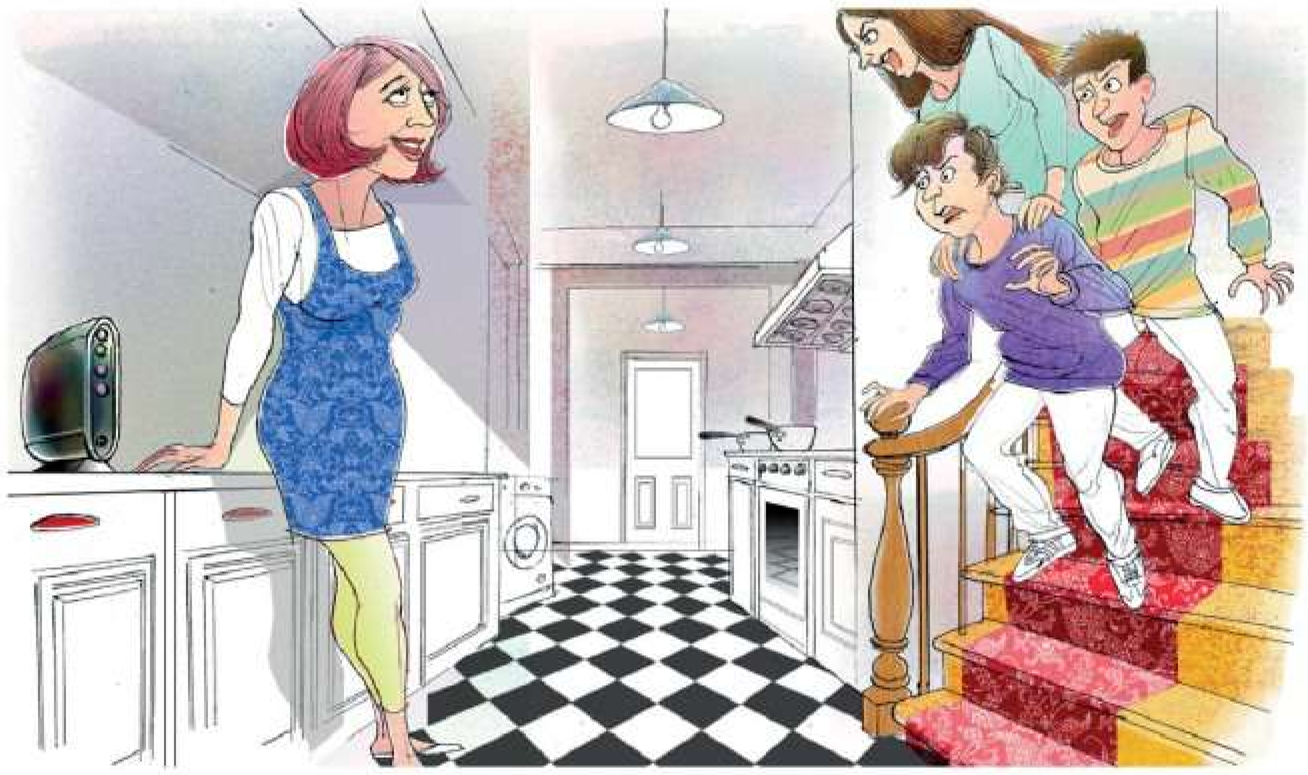
'What are you reading there? It looks serious – you must be incredibly smart.' He uses his usual chat-up lines on the train. Ask them a simple question. Then pay them a compliment. It always works with women. Sadly not this time.

② Departed



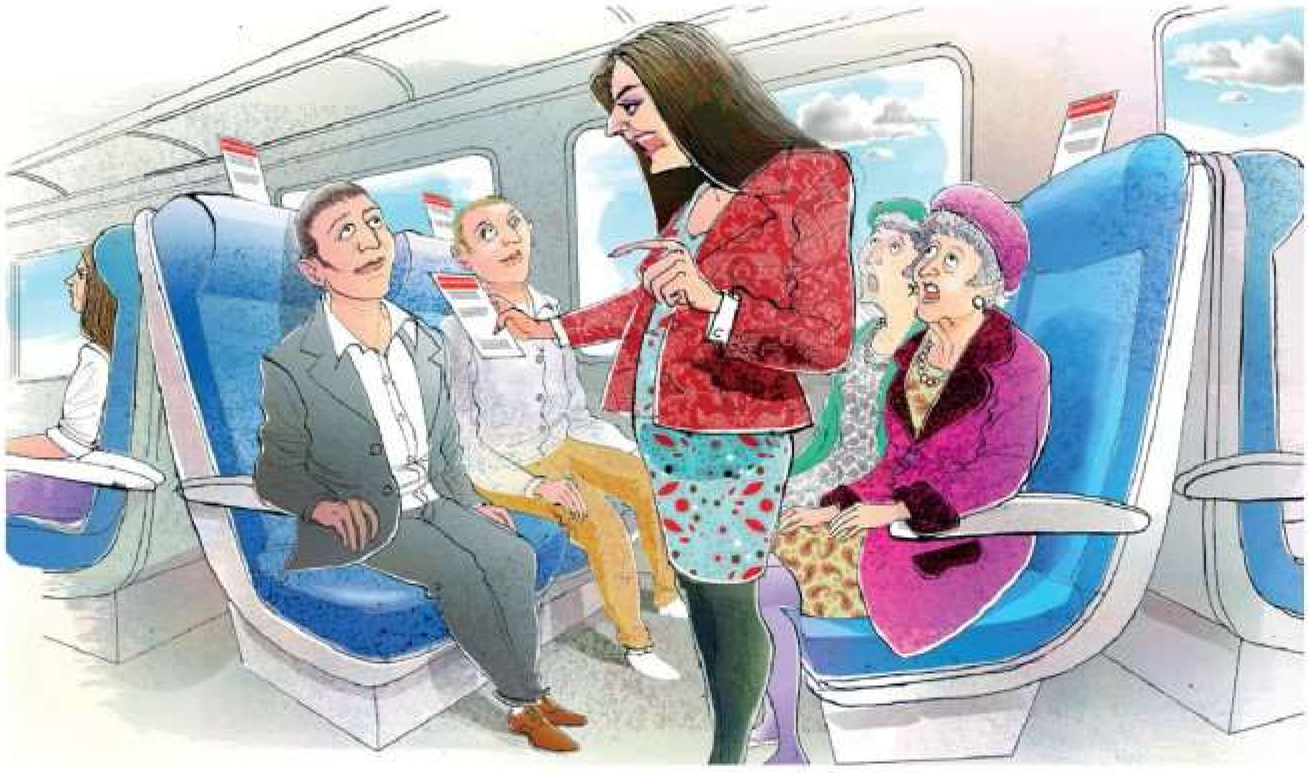
'Has Mummy gone?'
'Unfortunately she has, sweetie.'
'I miss Mummy.'
'So do I, sweetie. Don't cry.'
'Let's go and get Mummy, right now!'
'We can't do that, sweetie.'
'Where is she?'
'She's in a much better place.'
'WHERE?'

③ Can't live without it



Absolutely alone. Silence imprisons her. Suffocating silence.
She gets up and crosses the room. She presses the button.
Waits.
Three. Two. One.
At once, there is noise! Footsteps running down the stairs.
Shouts and wonderful chaos at last! She smiles. Three voices shout in unison,

④ Revenge is sweet



'You're sitting in my seat!' the woman said. She showed me her ticket and shouted rudely, 'See? It's mine. Move.'
I looked at the ticket carefully. Then I stood up silently.
As the train left the station, I whispered to her,

b Read the four final sentences and match them to the stories. Which one do you think has the best ending?

A 'She's gone to have a facial in a nice, *quiet* beauty salon.'
B 'Mum! The internet's gone off!'
C 'You have the right seat, but the wrong train.'
D 'My divorce papers,' she replied angrily, and turned away.

c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and write them in the correct place in the chart.

Types of adverbs
Time (when things happen, e.g. *immediately*)   *right now* ___ ___
Manner (how you do something, e.g. *slowly*)   *rudely* ___ ___ ___
Degree (describing / modifying an adjective, e.g. *very*) *incredibly* ___ ___
Comment (giving an opinion, e.g. *luckily*)   *sadly* ___
Frequency (how often things happen, e.g. *rarely*) ___

d With a partner, decide where the **bold** adverbs should go in these sentences.

1 He speaks French and Spanish. **fluently**
2 I use public transport. **hardly ever**
3 I thought I'd lost my phone, but it was in my bag. **fortunately**
4 It's important that you arrive on time. **extremely**
5 When I find out, I'll tell you. **immediately**

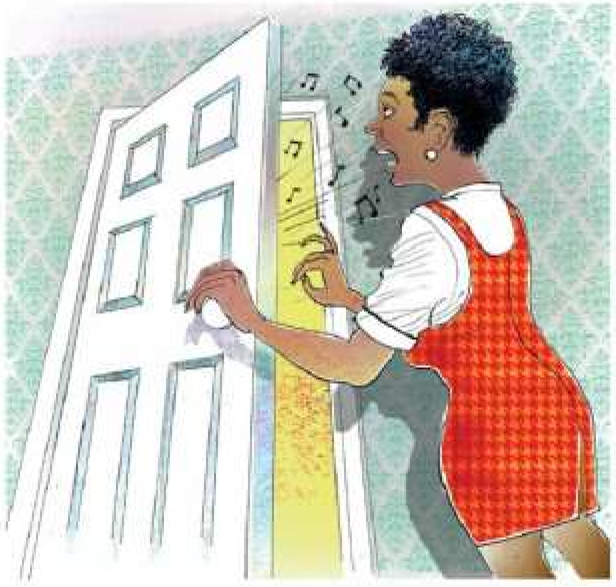
e **G p.137 Grammar Bank 3B**

f 3.15 Listen to some sound effects and short conversations. Then use the **bold** adverb to complete the sentence.

1 When she got to the bus stop, the bus… **just**
2 They were having a party when… **suddenly**
3 He thought he had lost his boarding pass, but… **luckily**
4 The woman thought Andrea and Tom knew each other, but in fact… **never**
5 The driver couldn't see where he was going because… **hard**
6 Alain couldn't understand the man because… **incredibly**

2 VOCABULARY adverbs and adverbial phrases

a Read another 50-word story. What do you think the missing word is?



Hard rock

I nearly forget his birthday! I rush to the shops. Lately, he enjoys listening to music, so I choose a Bluetooth speaker. I regret it now. His bedroom is near mine. The music is really loud! I open the door, and shout, '__________, it's late. Please turn the volume down!'

b Look at the highlighted adverbs. What's the difference between…?

a *near* and *nearly*
b *late* and *lately*

c **V p.155 Vocabulary Bank** Adverbs and adverbial phrases

3 PRONUNCIATION word stress and intonation

a 3.18 Underline the stressed syllables in these adverbs. Listen and check.

ab|so|lute|ly ac|tua|lly a|ppa|rent|ly ba|si|cally de|fi|nite|ly
e|spe|cia|lly e|ven|tua|lly for|tu|nate|ly gra|dua|lly i|dea|lly
in|cre|dib|ly lu|cki|ly ob|vi|ous|ly un|for|tu|nate|ly

b 3.19 Listen and repeat the sentences, copying the stress and intonation of the adverbs.

1 There was a lot of traffic, and unfortunately, we arrived extremely late.
2 We definitely want to go abroad this summer, ideally somewhere hot.
3 It's incredibly easy – even a child could do it!
4 I thought Roberto was Portuguese, but actually, he's Brazilian.
5 Apparently, Jack has been offered a promotion at work, but it will mean moving to New York.
6 I absolutely love Italian food, especially pasta.

4 WRITING

a You are going to write a 50-word story. It must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g. *I'd*) count as one word. First, in pairs, choose one of the titles below.

A holiday romance
The lie
A day to remember
Never again

b Brainstorm ideas for the plot. Then together, write a first draft. Don't worry about the number of words.

c Now edit the story to make it exactly 50 words.

d Read two other pairs' stories. Which do you like best?

5 SPEAKING

a Look at the questions about reading habits and answer them with a partner.

Reading habits

- **Which of the following do you read? How often?**

PRINT
comics or magazines
fiction, e.g. classic or modern novels, short stories, graphic novels
non-fiction, e.g. self-help books, history books, travel writing, guidebooks
textbooks, manuals, or instructions

ONLINE
blogs
chat rooms / forums
news reports and articles
recipes
shopping websites
social media
song lyrics
study- or work-related articles

- **Why do you choose to read some things in print and some on-screen?**
- **What do you read, if anything, specifically to improve your English?**

b Ⓒ **Communication** Reading habits p.108 Compare your reading habits.

6 READING & LISTENING

Reading for pleasure
When you read this story, you will understand it better and enjoy it more if you ask yourself questions from time to time. Think about…

- the setting of the story: Where and when does it take place?
- the characters: Who are they? What do they look like? What kinds of people are they? How do you feel about them?
- the events of the story: What is happening at each stage? What might happen next?
- the ending: What might have happened after the end of the story? What is the writer trying to say?

The Necklace

BY GUY DE MAUPASSANT

Part 1

Mathilde Loisel was a pretty and charming girl, but born into a poor family. She was ambitious, and thought she deserved to be part of the highest level of French society. As she grew up, she was increasingly ashamed of her circumstances, but there was little she could do about it. Eventually, she married a clerk at the Ministry of Education.

They led a simple life, and Mathilde suffered. She felt that she deserved a life of luxury, and their poor house and ugly furniture, and just one young servant, made her miserable. She had no dresses, no jewellery, nothing. She never visited her one rich schoolfriend, Madame Forestier, because she could not bear to see the life that she herself would never have.

One evening, her husband came home, proudly holding in his hand a large envelope.

'Here,' he said, 'here's something for you.'

She quickly opened it. It was an invitation from the Minister of Education to a party at the palace of the Ministry. But instead of being delighted, as her husband had hoped, she threw the invitation on the table.

'What do you want me to do with this?'

'My dear, I thought you would be pleased. You never go out, and this is a great occasion. I went to a lot of trouble to get the invitation. Everybody wants one and not many are given to the clerks. You will meet all kinds of important people there.'

She looked at him impatiently and said, 'What do you want me to wear to the party?'

He had not thought of that; he hesitated.

'The dress you wear to the theatre—'

He stopped, as he saw that his wife was crying.

'What's the matter? What's the matter?'

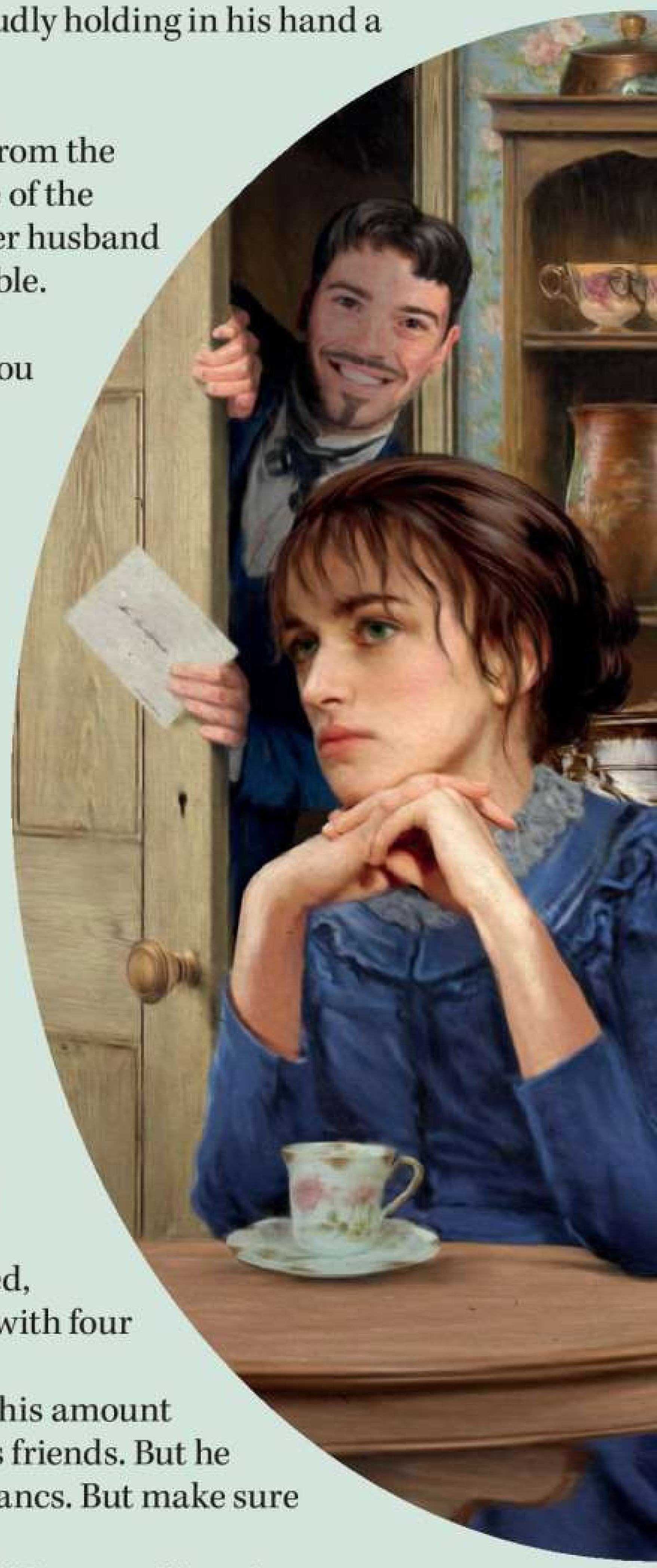
Mathilde wiped her eyes and replied calmly, 'Nothing. Only I have no dress, so I cannot go to this party. Give your invitation to some colleague whose wife has better clothes than I.'

Her husband was heartbroken.

'Look here, Mathilde, how much would this cost, a proper dress?'

She thought for a few seconds, and answered, 'I don't know exactly, but I think I could do it with four hundred francs.'

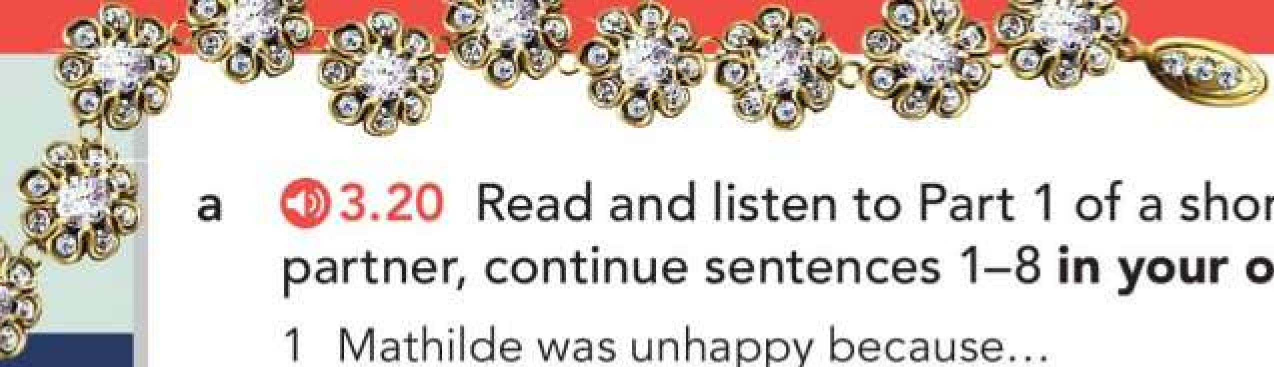
He grew a little pale. He had saved exactly this amount for a short trip the following summer with his friends. But he said, 'All right. I will give you four hundred francs. But make sure you get a pretty dress.'



But as the day of the party drew near, Mathilde was still not happy. Although she now had her dress, she had no jewellery to go with it. When she told her husband, he suggested that she ask her friend Jeanne Forestier to lend her something.

Pleased with the idea, she went to her friend's house, and told her about her distress. Madame Forestier agreed to lend her something. She tried on several pieces, but nothing was right, until she suddenly saw a magnificent diamond necklace. To her joy, her friend let her borrow it.

Glossary
franc /fræŋk/ (*noun*) French currency, until the euro was introduced in 2002



a 3.20 Read and listen to Part 1 of a short story. With a partner, continue sentences 1–8 **in your own words**.

1 Mathilde was unhappy because…
2 She never visited Madame Forestier because…
3 Her husband was proud when he came home one night because…
4 Mathilde threw the invitation on the table because…
5 Her husband was really upset because…
6 He was able to give her the money for a dress because…
7 Mathilde was still unhappy because….
8 She was delighted when she visited Madame Forestier because …

When do you think the story takes place? What kinds of people are Mathilde and her husband? Who do you sympathize with more? Do you think Mathilde will enjoy the party?

b 3.21 Now listen to Part 2. Answer the questions with a partner.

1 Did Mathilde enjoy the party? Give examples.
2 How did they get home?
3 What did she discover when they got home?
4 What did her husband do?
5 What did they decide to do in the end?
6 How did they raise the money?
7 How did Madame Forestier react?

How do you think their lives will change now?

Glossary

clasp /klɑːsp/ (*noun*) a device that fastens something, such as a handbag, or the ends of a piece of jewellery

Palais Royal /ˈpæleɪ rɔɪˈjæl/ an expensive area of Paris

c 3.22 Read and listen to Part 3. Answer the questions with a partner.

1 How did life change for Mathilde?
2 How did it change for her husband?
3 What had they achieved at the end of the ten years?
4 How had Mathilde changed over the ten years?

Who do you think suffered the most, Mathilde or her husband? Why?
What do you think would have happened if Mathilde hadn't lost the necklace?
How do you think the story ends?

d 3.23 Listen to the end of the story. Did it end the way you expected?

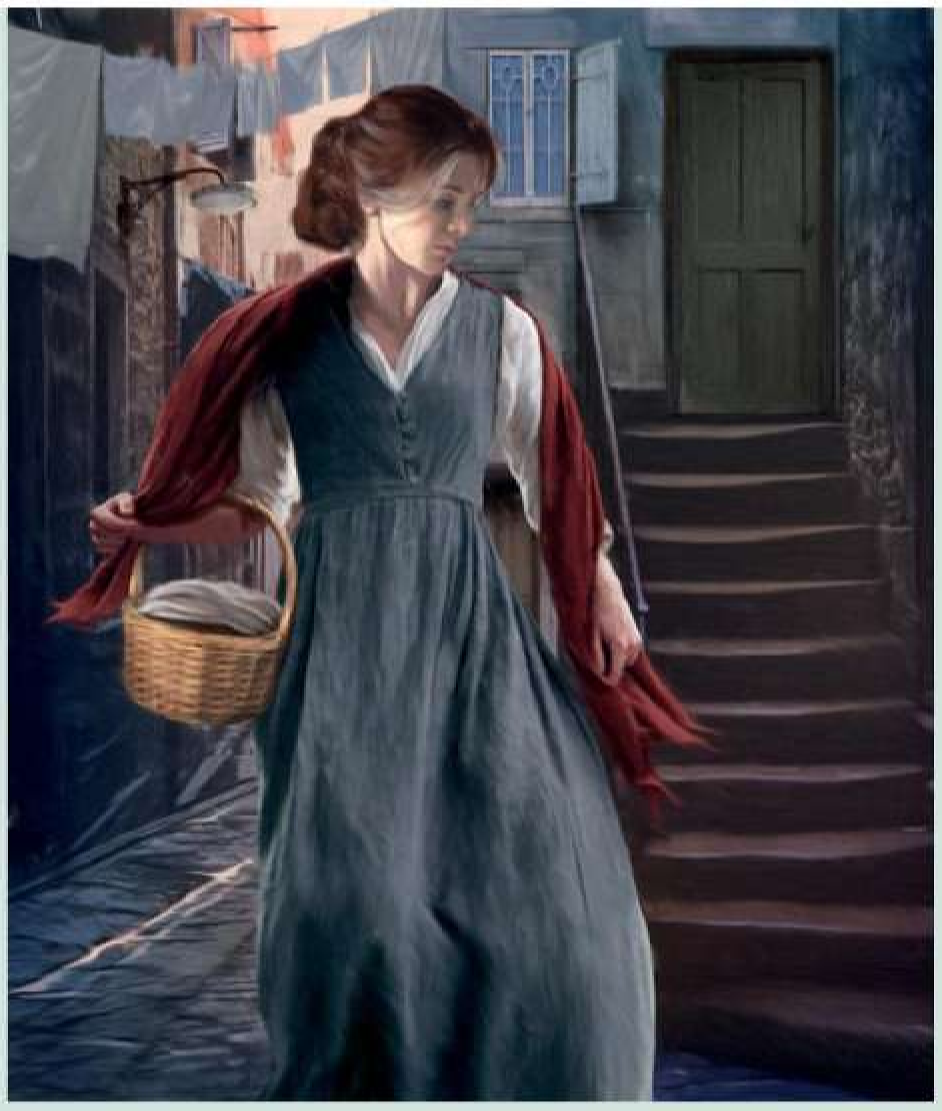
Do your feelings for Mathilde change during the story?
What do you think might have happened after the final conversation?
What do you think the message of the story is?

Glossary

Champs-Elysées /ʃɑːmz eˈliːzei/ the most famous and beautiful avenue in Paris, which goes from the Place de la Concorde to the Arc de Triomphe

7 WRITING

W **p.116 Writing** A short story Write a short story of 140–190 words.



Part 3

Mathilde now learned the terrible life of the really poor. Heroically, she made the best of it. The debt must be paid. She would pay it. They dismissed their servant; they left their house and rented a small attic under the roof.

She learned how to do housework, and how to cook. She washed the dishes, wearing out her pink nails on the greasy pots and the bottoms of the pans. She washed their dirty sheets and clothes. She took their rubbish down to the street every morning, and she carried up the water, pausing for breath on every floor. Wearing old, worn-out clothes, she went out to the greengrocer, the grocer, the butcher, with a basket on her arm, bargaining, insulted, fighting to save a sou here or there.

Every month, they had to pay back part of the money they had borrowed. Her husband worked in the evening, doing the accounts for a shopkeeper, and at night, often, he did copying at five sous the page.

This life lasted ten years. At the end of ten years, they had paid everything back, everything, with all the accumulation of interest.

With her badly combed hair, and her red hands, Mathilde now looked like an old woman. But sometimes, when her husband was at the office, she sat down by the window, and she thought of that evening long ago, of that party, where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows?

Glossary

sou /suː/ (*noun*) an old French coin worth very little (100 sous = 1 franc)

2&3 Colloquial English Talking about…

1 THE INTERVIEW Part 1

a Read the biographical information about Julia Eccleshare and look at the book covers. Have you read any of them?

Julia Eccleshare is a British journalist and writer on the subject of children's books. She was children's book editor for the *Guardian* newspaper from 2000 until 2016. She regularly appears as a judge or Chair of judges on some of the major children's book prizes, and is particularly interested in how to encourage children and young people to read. Julia was awarded the Eleanor Farjeon Prize in 2000 in recognition of her outstanding contribution to children's books. She has four children and lives in London.

WARRIOR SCARLET
PHILIP PULLMAN
Northern Lights

b Watch Part 1 of an interview with her. Why does she mention these four books?

Warrior Scarlet	*Little House on the Prairie*
Mouse House	*Northern Lights*

c Now watch again and mark the sentences **T** (true) or **F** (false). Say why the **F** sentences are false.

1 Julia has only re-read *Warrior Scarlet* once since she was a child.
2 She thinks people have very clear memories about books they loved as children.
3 Her parents read to her a lot when she was a child.
4 Her husband didn't want to read to the children at the end of a long day.
5 One of the things she loves about Philip Pullman's books is that they make children think.

Glossary

warrior /ˈwɒriə/ a person who fights in a battle or war (especially in the past)

His Dark Materials trilogy a series of three fantasy novels by the author Philip Pullman, consisting of *Northern Lights*, *The Subtle Knife*, and *The Amber Spyglass*. A BBC / HBO TV series based on the trilogy was released in 2019.

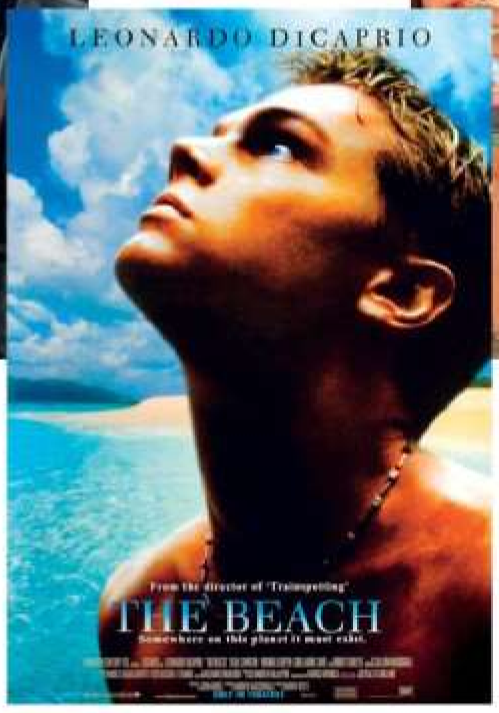
d Did your parents use to read to you when you were a child? What was your favourite children's book? Why did you like it so much?

Part 2

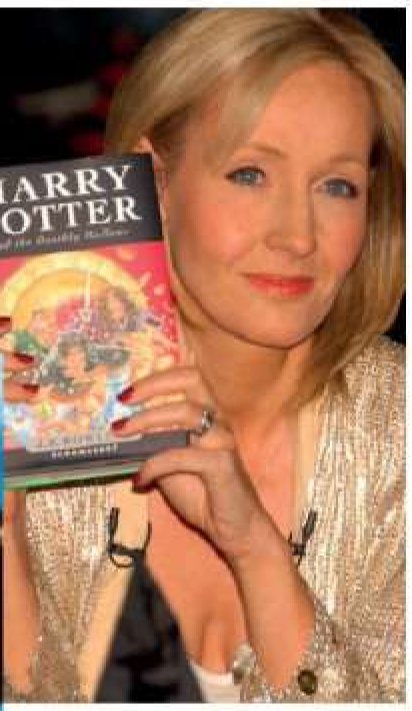
a Now watch Part 2. Number the photos in the order she mentions them.

Jacqueline Wilson
HETTY FEATHER

A



B



C

b Watch again. Circle the correct answer.

1 The one big thing that she thinks makes a child a reader is *learning to read early / finding the right book*.
2 When teenagers have seen a film, it *often / rarely* makes them want to read the book.
3 Parents sometimes think that children *should / shouldn't* read books which are difficult.
4 Jacqueline Wilson is an example of an author who *parents / children* used to think was very good but *parents / children* didn't.
5 Julia thinks that children *should / shouldn't* only read books which are of high literary quality.

Glossary

a teen anthem a song which young people strongly identify with. Here Julia uses the expression to describe a novel.

a literary stylist a writer who writes in a very literary style

c When did you learn to read? Did you read much as a teenager? Why (not)?

Part 3

a Now watch Part 3. Answer the questions.

1 Does she read print books, eBooks, or both?
2 Does she think people will read fewer books because of all the new technology?
3 Does she still read for pleasure?

b Listen again. What is she referring to when she says the following things?

1 'I think we are, ought to, sort of, stop seeing the two in polarity, I think, you know. Everybody is going to read both.'
2 'So the book has always been under threat from these other media…'
3 '…I know you can do both, but most people don't…'
4 '…but as you get older, it's just harder to carve out time like that, and there's always something else pressing…'
5 '…and you have that kind of chemical moment when the story grabs you…'

c Do you read more things in print books or online? Why?

2 LOOKING AT LANGUAGE

Ways of giving yourself time to think
Julia often gives herself time to think when she's answering questions, either by stopping and starting again, sometimes in a slightly different way, or by using 'filler' sounds, e.g. 'um' and 'er', and certain words or phrases, e.g. 'well', 'I mean', etc. that don't add meaning but which we use for this purpose.

3.27 Watch some extracts from the interview and complete the missing words or phrases.

1 '*Well*, that's interesting, because if I think back to it…'
2 '…I think, there's a lot of, of talk about how children learn to read and all of this, but ________, and what strategy might be best, but actually what makes a reader…'
3 'Well, I think the biggest inspiration that I, I would, ________, I would like to say again…'
4 'You take a book like *The Beach*, ________ it wasn't a book that was written for children…'
5 '…it was a ________ almost a teen anthem novel…'
6 'And what do you say about someone like J.K. Rowling who is, ________, not a great literary stylist…'

3 THE CONVERSATION

Emma
David
Ida

a Watch the conversation. Who (**E**, **D**, or **I**)…?

☐ recommends one book
☐ recommends more than one book
☐ doesn't recommend a specific book

b Watch again. Answer the questions with **A** (Harry Potter), **B** (*The Diving Bell and the Butterfly*), or **C** (*Everything I Know About Love*).

Which book…?

1 ☐ did Emma tell lots of friends to read
2 ☐ has Ida never heard of
3 ☐ isn't very long
4 ☐ has David never read
5 ☐ does Ida think has influenced people from all over the world
6 ☐ is about the author's life and upbringing
7 ☐ was David both moved and uplifted by
8 ☐ does Emma think sounds good because you learn from other people's experiences
9 ☐ is set in the present day

c Have you read any of the books they mention? If no, did what they say make you want to read them? Is there a book you think everyone should read?

d Watch an extract and circle the vague language you hear. Are the other options also possible?

Emma I think, from, like, all of my friends that are my age, we all kind of read it when we were young and it just becomes, [1] *I mean / like*, everyone knows what you mean when you talk about your Hogwarts house, for example.

Ida Yeah.

Emma And you just [2] *kind of / sort of* lose yourself in this fantasy. The book that you read as a child, I still kind of re-read it every few years and a lot of people have said that it's helped them deal with, like, grief and…

David Wow!

Emma …[3] *stuff like that / things like that*. So, I think it's actually quite powerful.

Ida I think also because, like you were saying, you, you, [4] *kind of / sort of* grew up with it.

e Now have a conversation in groups of three.

1 Do you think people who read are normally more intelligent than people who don't?
2 Do you think that young people have problems reading long or difficult texts because of the kind of reading they do on social media? Is this a problem?

4A Stormy weather

> You cannot go through a single day without having an impact on the world around you.
>
> *Jane Goodall, UK anthropologist*

G future perfect and future continuous **V** the environment, weather **P** vowel sounds

1 SPEAKING

a What do you understand by the expression *environmentally friendly*? Can you think of any synonyms? On a scale of 1–10, how environmentally friendly do you think a) your friends and family are, b) people in your town are?

b Do the questionnaire and work out your score. Then compare with a partner. Give examples to explain your answers.

c **Communication** Your score p.108 Read about what your score means.

Are you really as environmentally friendly as you think you are?

A Your 'values'

Circle the statement (1–5) that best describes your habits. Write the number in the box.

1 I don't really do anything environmentally friendly.

2 I do one or two things that are environmentally friendly.

3 I do quite a few things that are environmentally friendly.

4 Most things I do are environmentally friendly.

5 Everything I do is environmentally friendly.

Your value score = ☐

B Your 'actions'

How often do you do each of the following? Score each action from 1 (never) to 5 (always).

a ☐ switch off lights when you leave a room

b ☐ put on a jumper rather than turning up the heating

c ☐ avoid buying something with a lot of packaging

d ☐ take your own shopping bag

e ☐ use public transport instead of driving

f ☐ walk or cycle

g ☐ buy recycled toilet paper

h ☐ avoid taking flights

i ☐ avoid leaving your TV on standby

j ☐ turn the tap off when brushing your teeth

Your action score = ☐

Your overall score

First, work out your 'actions' score. Take the average of section **B** (add up and divide by 10) and write the number in the box.

Subtract your 'value' score **A** from your 'action' score **B**.

2 GRAMMAR future perfect and future continuous

a Look at the title of the infographic. What predictions do you think it will make about the things in the list?

energy waste transport food and water the weather

b Now read the infographic. How many of your predictions were there? With a partner, say which ones…

1 you think are likely to happen in the next 20 years.
2 you think will definitely happen in the next 20 years.
3 you think probably won't ever happen.
4 you would most and least like to come true.

How will we be living in 20 YEARS' TIME?

ENERGY

Fossil fuels, like coal and gas, will be very expensive. Most people [1]will have installed solar panels or wind turbines on their houses or blocks of flats to generate their electricity.

WASTE

People [2]will be recycling nearly 100% of their waste (and those who don't will have to pay a fine). All shops and cafés [3]will have stopped using plastic bags and single-use containers, like takeaway coffee cups.

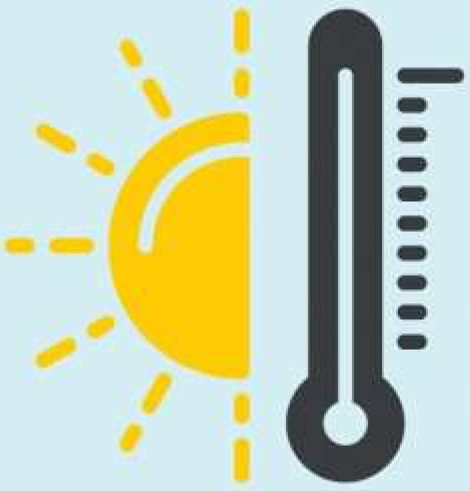
TRANSPORT

Governments [4]will have invested a lot of money in public transport. Everyone [5]will be cycling, walking, or using the bus and train more. Low-cost airlines [6]will have disappeared and flights will be much more expensive.

FOOD AND WATER

Farmers [7]will have stopped producing meat commercially and many kinds of fish [8]will have died out. Fresh water [9]will be running out in many parts of the world and we [10]will be getting much of our water from the sea (through desalination plants).

THE WEATHER



We [11]will be having more extreme weather, and heatwaves, hurricanes, floods, etc. will be frequent occurrences. Many ski resorts [12]will have closed because of a lack of winter snow, and some low-lying beaches and holiday resorts [13]will have disappeared completely.

c Look at the highlighted verbs in the predictions. Which ones refer to…?

a an action or situation that will be finished in the future
b an action or situation which will be in progress in the future

d **G p.138 Grammar Bank 4A**

e Talk to a partner and say if you think the following predictions will happen. Explain why (not).

In 20 years' time…

- everyone will be using their own reusable shopping bags, cups, and bottles.
- most people will have stopped eating any animal products and will be following a vegan diet.
- all private swimming pools and golf courses will have been banned.
- people will be having more holidays in their own country and fewer abroad.
- car companies will only be selling electric cars.
- most people in office jobs will be working from home.

definitely, probably, and likely / unlikely

We often use verb + *definitely* or *probably*, and *be likely / unlikely* + *to* + infinitive when talking about the future, especially when we are making predictions.

I think…
it'll definitely happen.
it's (very) likely to happen.
it'll probably happen.
it probably won't happen.
it's (very) unlikely to happen.
it definitely won't happen.

f Now make your own predictions about things in the list.

fashion health and medicine housing politics shopping social media

3 VOCABULARY weather

a Look at the photos. What kinds of weather events can you see? When did you last see them where you live?

b **V p.156 Vocabulary Bank** Weather

4 PRONUNCIATION vowel sounds

a Look at the groups of words. What is the common sound in each group? Write the sound words for 1–10.

1 *owl* shower drought
2 ________ below snow
3 ________ cool humid monsoon typhoon
4 ________ flood hurricane thunder
5 ________ heavy weather
6 ________ heatwave breeze freezing
7 ________ pouring storm scorching warm
8 ________ drizzling chilly
9 ________ bright icy lightning mild
10 ________ clear zero

b 4.6 Listen and check. Practise saying the groups of words.

5 READING

a Read the introduction to the website of the Climate Stories Project. What is the project about?

b Now look at the photos and read what six people from different continents have to say about climate change. Then with a partner, try to label the photos with the countries where they are from.

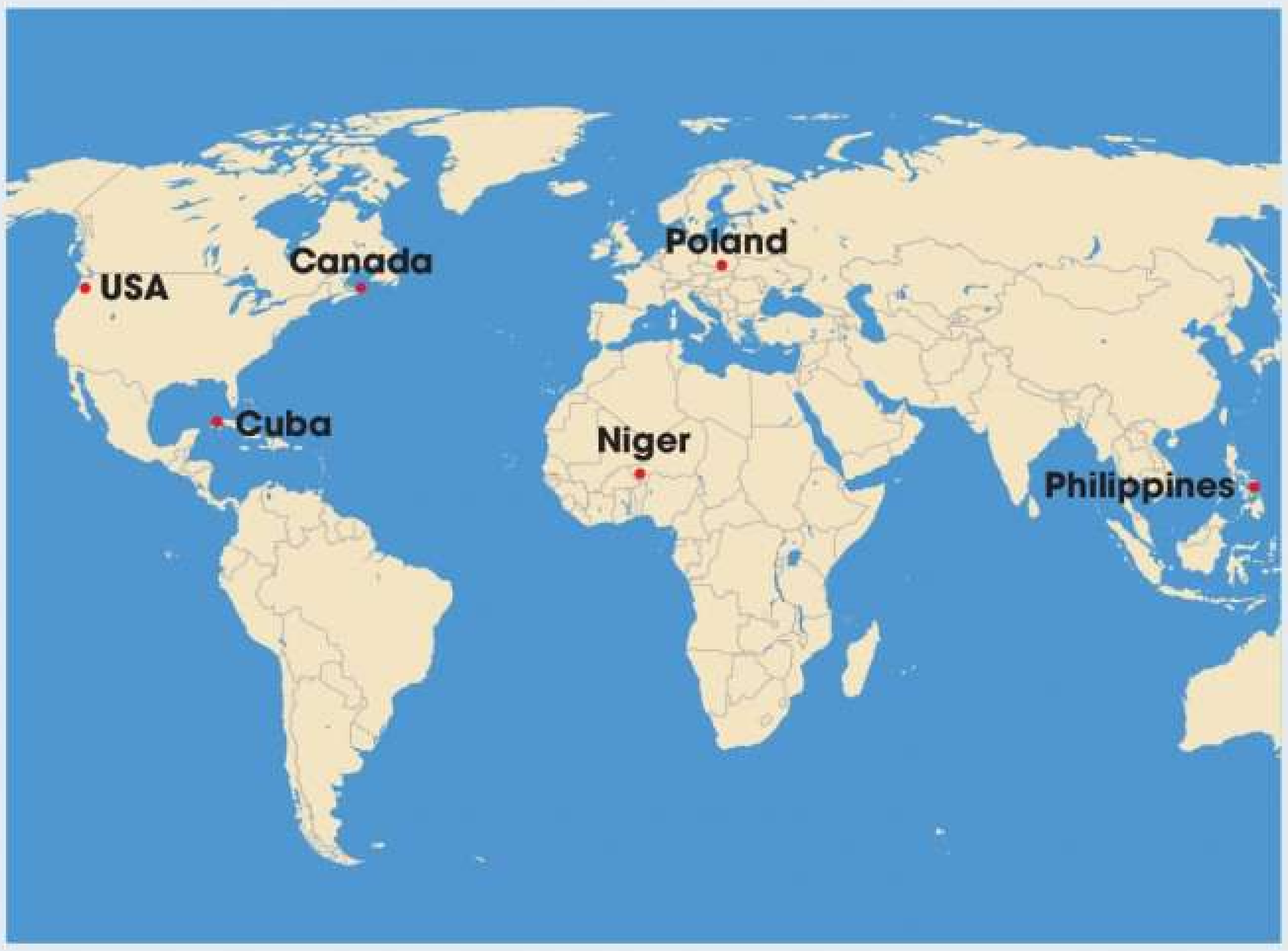
c Read the stories again. Then look at the things in the list. For each one, say who mentions them and why they are significant.

1 one month's rainfall
2 21st September
3 Los Angeles and Manhattan
4 the river
5 *przedwiośnie*
6 beautiful properties and parks

d Which person mentions things that are also happening where you live?

Climate Stories Project

Today, more and more of us are feeling the effects of climate change on a personal and community level. The Climate Stories Project allows people from around the world to share their stories about climate change and explain the impact that it is having on our lives.



Diana Maciaga
from ________

We don't have major hurricanes or wildfires, but you can see that the weather patterns have been changing. For example, the winters are much milder than they used to be 20 years ago, and in the summers, we often have a huge heatwave. We used to have a special name for a period that is between winter and spring: we call it *przedwiośnie*, and now it doesn't really happen. So for me, this is one of the most significant examples of the changes in climate.

Umberto Crespo Palmarito
from ________

Here, the rainy season used to start in March and the rain stopped in November. Now, the heavy rain only starts in June. Years ago, it would be pouring with rain every day. And now there can be a week, 15 days, without any rain. My grandfather and my father lived their life according to the weather because it was like a clock: it was never wrong. We used to say that 21st September was the day the weather changed. And now people don't say it. It's completely different from before.

6 LISTENING

a You're going to listen to Mike Bench, a meteorologist, talking about his job. First, in pairs, read the questions and guess what he's going to answer.

1 What's the difference between a meteorologist and a weather presenter?
2 How far ahead can you accurately predict the weather?
3 Are long-term forecasts ever accurate?
4 What's your favourite kind of weather?
5 Why do you think the British talk about the weather so much?
6 In what ways have you noticed that the weather has changed in the last ten years?
7 Are you optimistic or pessimistic about climate change?

b 🔊 4.7 Listen to the interview once. Did you guess correctly in **a**?

c Listen again. What examples does he give of the following?

1 an occasion when it's difficult to predict the weather
2 how weather in one part of the world affects another part
3 why thunderstorms are exciting to watch at night
4 how the weather affects us day to day
5 some unusual weather this year in the UK
6 the effects of climate change on the UK weather

d Do you think Mike enjoys his job? Why?

7 SPEAKING

Talk to a partner.

Let's talk about the weather

- What's your favourite kind of weather? And your least favourite?
- How does the weather affect your mood?
- Do people in your country complain much about the weather? What kind of weather in particular?
- In what ways has climate change affected the weather in your country?
- Are you optimistic or pessimistic about climate change?

Have you, or has anyone you know, ever been somewhere when...?

- it poured with rain for days and days
- there was a flood
- there was a hurricane or it was incredibly windy
- it was absolutely freezing
- it was very foggy, or there was bad smog
- there was a terrible heatwave
- you were caught outside in a thunderstorm

Modifiers with strong adjectives

When you are talking about extreme situations, e.g. very bad weather, you can use:

1 normal adjectives with a modifier (*very, really, extremely, incredibly, unbelievably*), e.g. *It was incredibly cold / extremely hot / unbelievably windy*, etc.
2 strong adjectives, e.g. *It's boiling here – 40 degrees. It's freezing today*, etc.
3 Strong adjectives with *absolutely*, e.g. *It was absolutely freezing. The midday heat was absolutely scorching.*

Nadine Lefort

from ___________

For many years, we had less snow in the winter, and then this past year we had an extreme winter – freezing, with terrible blizzards – so weather patterns are changing and it's less predictable. Another thing I notice is that the coasts seem to be eroding much more quickly than they were in the past. It's sad, because so many beautiful properties and parks are right on the coast and it will be a shame to see them gone. People are saying that they'd never buy or build in those places because they'll be gone in the future.

Harou Abass Hadiza

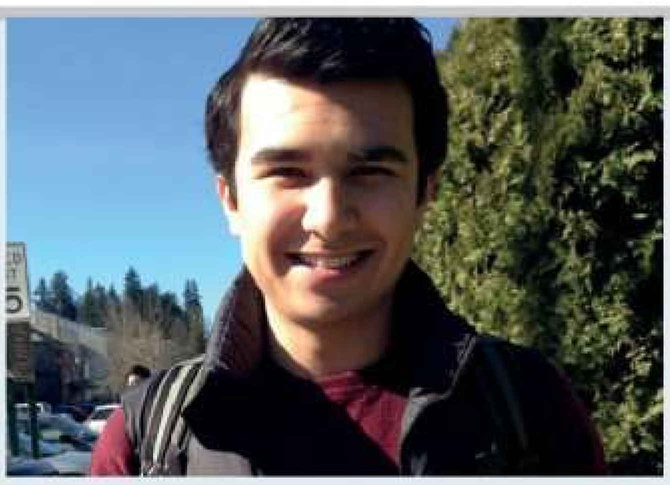
from ___________

When I was at primary school, my friends and I used to go to the river. It was green, and the air was cool and fresh. Some of us were afraid to go far from the riverbank when we were swimming, because the river was deep and had a strong current. However, in the last few years, we are experiencing increasingly hot weather – extreme heat. Now the river isn't so deep, and it's dusty and dirty. Air quality in my city has also declined. There is more dust, due to desertification.

Efleda Bautista

from ___________

I come from Tacloban City, the city that was hit by Typhoon Haiyan, and this is really a prime example of what climate change can do to destroy a community. We had a long drought, and then rainfall equivalent to one month's rainfall falling in one or two days in the city, and everywhere was flooded. That never happened before, and it's closely connected with climate change.



Jordan Hamada

from ___________

There hasn't been a big snowstorm here for over ten years. This area is known for its rain, and there hasn't been much for the past few months, and I'm pretty surprised, because it's been so dry this winter. It's definitely not something I think about all the time, but I've seen some articles recently talking about how Los Angeles and Manhattan will eventually be under water, possibly in our lifetime, or the next generation's lifetime, and that makes it seem very real – that's definitely a scary thought.

4B A risky business

> Do one thing every day that scares you.
> *Eleanor Roosevelt, US diplomat and activist*

G zero and first conditionals, future time clauses **V** expressions with *take* **P** linked phrases

1 LISTENING

a Look at the things in the list. How risky do you personally think they are? Why? Score them 1–5 (1 = not risky at all, 5 = very risky indeed). Then compare in small groups. How similar are you in your attitude to risk?

☐ having cosmetic surgery
☐ cycling in your city
☐ smoking
☐ eating street food when you're travelling
☐ buying a second-hand car
☐ walking in the hills
☐ online dating
☐ telling a lie on your CV

b 🔊 **4.8** Listen to four people answering the question *Are you a risk-taker?* Write ✓, ✗, or ✓/✗ in the box. Which of the topics in the list does the risk they talk about relate to?

a job a sport a relationship money

1 Holly ☐ ________
2 Karen ☐ ________
3 Tom ☐ ________
4 Jeanie ☐ ________

c Listen again and write **H** (Holly), **K** (Karen), **T** (Tom), or **J** (Jeanie).

Who…?

1 ☐ thinks his / her attitude to risk hasn't changed at all throughout his / her life
2 ☐ thinks that the risk varies depending on the price
3 ☐ had to make a life-changing decision
4 ☐ is quite surprised about how positive he / she felt after doing a risky activity
5 ☐ thinks most people take this kind of risk nowadays
6 ☐ decided not to go straight into working in an office
7 ☐ wonders whether things might have been different if he / she hadn't taken the risk
8 ☐ thinks the risk was worth taking because he / she learned some useful things for the future

d Which speaker do you think took the biggest risk? Why?

2 SPEAKING

a Work with a partner. **A** interview **B** with the questions in the green circles. After each question, write *R* if you think that in that area, **B** is prepared to take risks. Then **B** interview **A** in same way with the blue circles.

b Now compare your answers in each area. Decide which of you is the bigger risk-taker.

Appearance

Have you ever done something dramatically different to your hair, e.g. had a very different hairstyle or hair colour? How did you feel immediately afterwards?

Would you ever get a tattoo or a piercing?

On the road

Do you drive a car or ride a motorbike? Do you ever go really fast and break the speed limit?

Do you walk by yourself late at night, or get late-night taxis?

Where do you normally cross the road – at a traffic light or zebra crossing, or just anywhere?

Shopping and money

Do you have different PINs and passwords, or do you always use the same one?

Do you use internet or mobile banking? Do you think it's safe? Have you ever lost any money from computer fraud?

Have you ever bought something expensive on eBay or a similar site? Would you?

3 GRAMMAR zero and first conditionals, future time clauses

a Match the sentence halves.

1 If my dad finds out I've been hitchhiking, ☐
2 When you're crossing the road in the UK, ☐
3 As soon as I've passed my test, ☐
4 If it's still snowing tomorrow, ☐
5 When we've booked the flights, ☐
6 Unless you lend her that money, ☐
7 If his temperature hasn't gone down, ☐
8 If it doesn't rain by the end of the week, ☐

A all the plants in the garden will have died.
B he'll be furious.
C I'm going to buy a motorbike.
D make sure you look right and then left.
E she won't be able to buy a flat.
F we need to start looking for hotels.
G we won't be driving anywhere.
H he isn't going to school tomorrow.

b Look at the highlighted verbs. In first conditional sentences and future time clauses, what forms or tenses can you use…?

1 after *if*, *when*, etc. (1–8)
2 in the main clause (A–H)

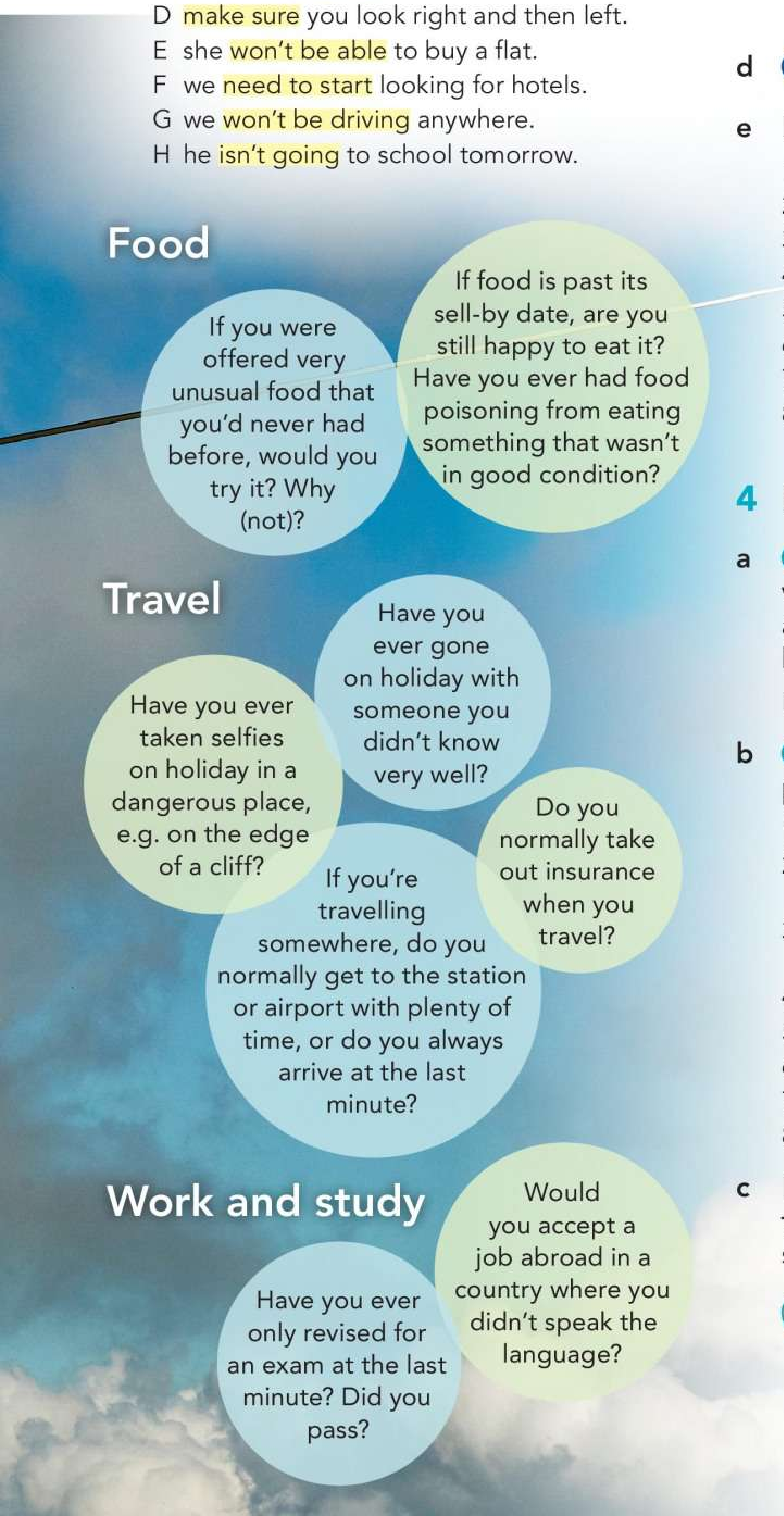
c Now look at two more conditional sentences. Do the **bold** clauses refer to a) something which is a possible consequence of the *if*-clause, or b) something which is always a consequence of the *if*-clause?

1 If you don't take out travel insurance, **you run the risk of paying expensive medical fees**.
2 If you use online banking, **it's essential to never share your password**.

d **G p.139 Grammar Bank 4B**

e In pairs, complete each sentence in your own words.

1 Don't buy a second-hand car unless…
2 You shouldn't think of getting a tattoo if…
3 Keep a first-aid kit in your house in case…
4 Children shouldn't use social media until…
5 Always take out travel insurance in case…
6 As soon as you've received your new credit card,…
7 Don't go walking in the mountains on your own unless…
8 If you are taking a new job abroad,…



Food

If you were offered very unusual food that you'd never had before, would you try it? Why (not)?

If food is past its sell-by date, are you still happy to eat it? Have you ever had food poisoning from eating something that wasn't in good condition?

Travel

Have you ever taken selfies on holiday in a dangerous place, e.g. on the edge of a cliff?

Have you ever gone on holiday with someone you didn't know very well?

Do you normally take out insurance when you travel?

If you're travelling somewhere, do you normally get to the station or airport with plenty of time, or do you always arrive at the last minute?

Work and study

Would you accept a job abroad in a country where you didn't speak the language?

Have you ever only revised for an exam at the last minute? Did you pass?

4 PRONUNCIATION linked phrases

a 🔊 **4.12** Listen and complete the sentence below with three words. Can you explain why a) the first and second words are linked together, b) the second and third words are linked together?

I'll call you ________________ my shopping's been delivered.

b 🔊 **4.13** Listen and complete the gaps with more linked phrases.

1 Don't call me ________________ emergency.
2 As ________________ concerned, you have to be mad to want to do an extreme sport.
3 Be careful with your wallet, ________________, don't use your phone in the street.
4 It was ________________ experience that I've never forgotten it.
5 I dyed my hair blue a ________________, and I hated it!
6 I was quite scared at first, but it was ________________ the end.
7 ________________, let's try to find a cheap hotel.
8 ________________ world, everyone would earn a salary.

c In pairs, practise saying the highlighted phrases quickly, trying to link the words together. Then make personal sentences with as many of the phrases as you can.

I never go to the doctor unless it's an emergency.

5 READING

1

2

3

4

a Look at the photos and label them with a sport from the list. What other extreme sports do you know?

bungee jumping   paragliding   skydiving   wingsuit flying

b Now look at the title of an article about extreme sports, and read the article. Tick (✓) the three reasons it gives.

1 ☐ More and more celebrities are taking them up.
2 ☐ Once some people have tried it, they can't stop.
3 ☐ People find traditional sports, like football, not challenging enough.
4 ☐ People want to have new experiences.
5 ☐ They are better known because you can watch other people doing them live online.
6 ☐ It's cheaper to do extreme sports than ever before.

c Look at 1–7 below and think about what information is missing: a name or a number. Then read the article again and complete the gaps.

1 ________________: the typical speed of a wingsuit flyer
2 ________________: the age that Zanon was when he died
3 ________________ and ________________: the two men killed wingsuit flying in the USA a few years ago
4 ________________: the number of people who parachuted for the first time last year
5 ________________: the percentage of female climbers now
6 ________________: the woman who paraglided off a mountain in Turkey
7 ________________: one of world's best female wingsuit flyers

d Read the last paragraph again. What do you think the writer means when he says *Maybe the future of extreme sports is about learning to be less extreme*? Do you agree?

e Talk to a partner.

Have you ever done an extreme sport? Did you enjoy it? Why (not)?
Which extreme sport that you have never done would you most / least like to try?

WHY ARE DEADLY EXTREME SPORTS MORE POPULAR THAN EVER?

Two men leap from the top of the mountain and spread their wings to fly down one of the most dangerous routes in one of the world's most dangerous sports. Dario Zanon and Graham Dickinson are experts at wingsuit flying. Using pieces of cloth that join their arms and legs, they fly past cliff edges and between trees at over 110 mph. Then they release their parachutes and drift down to land. This video has been watched over ten million times on social media.

A few months later, Zanon returned to Chamonix and climbed the Aiguille du Midi on the other side of the valley, for a solo flight. On the Sunday, his body was found on the glaciers 5,000 feet below. He was 33. Most likely no one will ever know exactly which small thing went wrong. Small things become big quickly at 110 mph. It does happen to the best. Mark Sutton, the man who parachuted into the London Olympics stadium dressed as James Bond, was killed wingsuit flying in the Swiss Alps, while filming for EpicTV. Dean Potter, a famous US wingsuit flyer, died with his friend Graham Hunt. They had jumped from Taft Point in California.

Today extreme sports are booming. Skydiving is a good example – in 2006, the British Parachute Association recorded 39,100 first jumps, but last year there were 59,679. The number of people climbing Everest has rocketed since the 1990s, and the proportion of women climbers is increasing, up from about 16% in 2002 to 36% now.

'You just get into it and then progressively build up,' says Jess Cox, 27, an instructor at her father's paragliding business. 'Better flights involve going higher, further, doing acrobatic stuff.' She shows me a video on her phone, of when she and a friend jumped off a mountain in Turkey. 'Woo-hoo!' she squeals, watching. 'I'd say that was one of the best days of my life. It's completely addictive. Some people become completely obsessed, quit their jobs, and just travel round the world, leaping off things.' Science teacher Becky, on the other hand, didn't get addicted. 'I did a skydive once and I've also done bungee jumping. The skydive was good, yes. I've no particular need to do it again. But,' she says, 'life would be a bit boring if people didn't try new things.'

Extreme sports constantly push people to test the ultimate limits of their own safety. They are jumping blindfolded, or with their dog, or skydiving without a parachute into a giant net – and you'll find all these online, thanks to action cameras. One hundred hours of GoPro video are uploaded onto YouTube every minute, and sales of these cameras are growing at 50% a year. Watching other people do these things is attracting many more new participants.

A good footballer or tennis player always wants to be tested against better opponents, but their opponents are human. In extreme sports, the opponent is danger. So how can you get better without killing yourself? Steph Davis, one of the world's best-known climbers and wingsuit flyers, wrote, 'Perhaps getting better means becoming more elegant.' Maybe the future of extreme sports is about learning to be less extreme.

Adapted from The Guardian

Glossary

Taft Point a very high granite rock in Yosemite /juˈsemɪti/ Park, California

GoPro a compact action camera capable of taking photos and videos in extreme conditions

6 VOCABULARY expressions with *take*

a 4.14 Listen to Sophie Rees, who works in the ski industry, answering six questions about extreme sports. Match her answers 1–6 to questions A–F.

A ☐ Are you ever afraid that you might get injured or killed?
B ☐ Do you think extreme sports are more popular with men than with women?
C ☐ What other extreme sports have you done?
D ☐ What's the first extreme sport you did? When was it?
E ☐ Why do you enjoy extreme sports?
F ☐ Why do you think extreme sports are becoming more popular?

b Listen again. How does she answer each question?

c Look at three extracts from the interview with Sophie. Can you remember what the missing words are?

1 I take __________ my dad – we're both sports-mad.
2 I think it's because I love taking __________; I love the adrenaline rush.
3 I think more and more people are taking __________ in extreme sports…

d Look at some more expressions and phrasal verbs with *take*. With a partner, try to work out their meaning from the context.

Expressions with *take*

1 My neighbour takes care of my son while I'm at work.
2 You should take advantage of that job offer. It's a great opportunity.
3 The concert will take place on 6th March.
4 You don't need to hurry. Take your time.
5 As regards evaluation, coursework is taken into account, as well as exam results.
6 Take no notice of my brother. He's just being annoying.
7 The dog looked so hungry that I took pity on it, and gave it some of my food.

Phrasal verbs with *take*

8 Take your jacket off – it's hot in here.
The flight will take off in about 20 minutes.
9 I'd love to take up snowboarding – it sounds really exciting.
10 My boyfriend's little sister has really taken to me – she always wants to play with me.
11 I don't know why Mum has suddenly taken against the neighbours. She always used to like them.
12 Jonas is taking me out for dinner tonight. He's booked a great new restaurant.
Please take the rubbish out. It's beginning to smell.

e **Communication** I'll take a question **A p.108 B p.114**
Ask and answer questions with *take*.

7 WRITING

p.117 Writing For and against Write a blog post.

8 VIDEO LISTENING

a Watch a documentary about Grace Doyle. How did surfing help her through a difficult time in her life?

Glossary

surfboard a long narrow piece of hard material that you stand on to surf (also **body~**, a short, light board that you ride lying on your front)

wipe out to fall, especially when doing a sport such as surfing or skiing

b Watch the documentary again and complete the information with one or two words.

1 Grace is from a small town in __________.
2 She originally trained to be a __________ __________.
3 She got interested in surfing when she was young because of her __________ __________.
4 Grace has surfed abroad in places such as Central America, __________, and __________.
5 The global surfing business is worth about a __________ billion __________.
6 Grace thinks that media coverage is one reason why surfing has become __________ __________.
7 According to Grace, people are attracted to surfing because it's __________ and __________.
8 If you fall off a big wave, you need to hold your __________ and __________.
9 Grace enjoys the balance between the danger of injury and the chance she might get the __________ __________ of her life.
10 In highly competitive surfing, there's a real risk that you could get __________ or even __________.

c Do you think doing something that gives you an 'adrenaline rush' is always more enjoyable? What things do you do that are 'both healthy and fun'?

3&4 Revise and Check

GRAMMAR

a Circle a, b, or c.

1 When we got to Terminal 2, the flight from London _____.
a had already landed   b had already been landing
c already landed

2 When we arrived at the airport, we _____ that our flight was delayed.
a had discovered   b were discovering
c discovered

3 We _____ for about an hour when suddenly the plane began to lose height.
a had been flying   b were flying   c flew

4 Nico's father _____.
a speaks English fluently   b speaks English fluent
c speaks fluently English

5 _____. I just need another five minutes.
a I've finished nearly   b Nearly I've finished
c I've nearly finished

6 The driver _____ in the accident.
a seriously was injured   b was injured seriously
c was seriously injured

7 The car _____ 50,000 km – we'll need to get it serviced.
a will soon have done   b will soon do
c will soon be doing

8 You can watch TV as soon as _____ your homework.
a you'll finish   b you're finishing   c you've finished

9 If the tickets cost more than 100 euros, _____.
a I don't go   b I'm not going to go
c I won't have gone

10 She won't be able to get a place at university _____ she works really hard next year.
a until   b unless   c in case

b Complete the sentences with the correct form of the verb in **bold**.

1 Imagine! This time tomorrow we _______________ on the beach. **lie**

2 The match starts at 7.00. By the time I get home it __________ already __________. **start**

3 You mustn't use your mobile phone until the plane _______________. **land**

4 Many people have problems sleeping if they _______________ coffee after midday. **drink**

5 I want to spend a year travelling when I _______________ university. **finish**

VOCABULARY

a Write words for the definitions.

1 g__________ the place where you wait to board your flight

2 b__________ r__________ the place where you pick up your luggage after you've arrived

3 a__________ the passage between the rows of seats inside a plane

4 t__________ a series of sudden and violent changes in wind direction which affects flights

5 j__________ l__________ the feeling of being tired and confused after a long-haul flight

b Circle the correct word.

1 **A** How was your *trip* / *travel*?   **B** Great, thanks.

2 Gina and I haven't seen each other much *late* / *lately*.

3 Our hotel has a great view! We can *even* / *ever* see the Eiffel Tower!

4 I've been working too *hard* / *hardly* lately.

5 I love all pasta, but *especially* / *specially* lasagne.

c Complete with the verb in the past tense.

1 The wind bl__________ so hard that two trees fell down.

2 The taxi dr__________ me off outside the terminal.

3 It p__________ with rain last night and I got really wet coming home from work.

4 She g__________ on the bus, but there was nowhere to sit.

5 We t__________ advantage of the good weather and spent the day at the beach.

d Circle the word that is different.

1 breeze   wind   hurricane   blizzard
2 chilly   boiling   hot   scorching
3 fog   damp   mist   smog
4 cold   freezing   bright   icy
5 hail   thunder   lightning   drought

e Complete with one word.

1 We checked __________ as soon as we got to the airport.

2 The most dangerous moment during a flight is when the plane is taking __________ or landing.

3 I've decided to take __________ running. I need to lose some weight.

4 Who do you take __________ most in your family?

5 The final will take __________ in Stockholm next Saturday.

PRONUNCIATION

a Circle the word with a different sound.

1	aɪ	aisle flight mild windy
2	e	weather heavy clear pleasant
3	əʊ	lounge snow cold closed
4	ʌ	luggage flood thunder humid
5	eɪ	rain trolley lately delayed

b Underline the main stressed syllable.

1 e|ven|tua|lly
2 gra|dua|lly
3 e|spe|cia|lly
4 pa|ssen|ger
5 hu|rri|cane

CAN YOU understand this text?

a Read the article once. Which volcano is the most challenging to climb?

b Read the article again. Answer the questions with Misti (**M**), Ngauruhoe (**N**), or Teide (**T**).

1 It's famous because it was in a film.
2 It's no longer an active volcano.
3 It can be freezing there, even in the summer.
4 It's the highest of the three volcanoes.
5 You don't have to have a guide.
6 You can see volcanic activity during the hike.

CAN YOU understand these people?

4.15 Watch or listen and choose a, b, or c.

1 Nora

2 Rafael

3 Diarmuid

4 Julia

1 When Nora flew to Hong Kong ____.
  a she had a stopover in Ireland
  b she was able to get some sleep on the plane
  c the flight lasted for 30 hours

2 Rafael ____.
  a often reads novels
  b doesn't read very fast
  c never reads online

3 When Diarmuid was living in Japan, and there were typhoons, ____.
  a he wasn't allowed to leave the house
  b a lot of people panicked
  c his building was destroyed

4 Julia enjoyed waterskiing ____ the dangers.
  a because she was addicted to
  b despite knowing about
  c because she was ignorant of

INCREDIBLE VOLCANOES TO CLIMB

Mount Misti is Peru's most famous volcano. It is also its most active, so climbers must be aware of any eruption threats before attempting the exhilarating two-day hike to the summit. Due to the challenging environmental conditions, few people reach the top of the volcano. Ice picks and crampons are often a necessity, making this a difficult hike for a climbing novice, but a welcome challenge for anyone wanting to test their limits. You will need a guide, who will provide you with safe overnight accommodation. Along the way, look for hot gases hissing through volcanic cracks. From the summit, at 5,821 metres, you can look down at the city of Arequipa and see neighbouring volcanoes Chachani and Pikchu Pikchu.

Mount Ngauruhoe has become one of New Zealand's most popular climbing locations since its star turn as Mount Doom in Peter Jackson's *The Lord of the Rings* trilogy. After its last eruption in 1975, Mount Ngauruhoe's Volcanic Alert Level has dramatically reduced, although it is still listed as an active volcano. Ngauruhoe is 2,291 metres high, and a 90-minute walk takes you to the foot of the volcano. The hike takes about eight hours altogether. The first 45 minutes are suitable for children and the elderly, but the climb then becomes more dramatic, with a steep slope and few opportunities to rest. It's a challenging hike across loose rock surfaces, ice caps and at times sub-zero temperatures, even in summer. This is one for adrenaline seekers. You will also need a guide.

Mount Teide is Europe's highest volcano. It lies 3,718 metres above sea level on Tenerife, the largest island in the Canaries. Last erupting in 1909, it is now a dormant volcano that attracts eager climbers each year. Hikers can attempt to reach Teide's summit throughout the year, but due to the scorching summer heat, it is best to climb it during the spring (April–May) and autumn (September–October) when the weather is mildest. The terrain is not too treacherous, and the low altitude trails are accessible to climbers of all abilities. The five- to seven-hour trek to the summit is a challenging expedition, but when you reach the top and gaze down at Tenerife and its neighbouring islands, all your efforts will be worthwhile.

Adapted from a travel website

5A I'm a survivor

> Survival can be summed up in three words – never give up. That's the heart of it, really. Just keep trying.
> *Bear Grylls, UK adventurer, writer, and TV presenter*

G unreal conditionals **V** feelings **P** word stress in three- or four-syllable adjectives

1 SPEAKING

a Read survival questions 1–6. How do you think you would you feel in each situation: calm, nervous, scared, or terrified?

1 What would you do if you woke up in the middle of the night and thought that you could hear an intruder?
- a I'd confront the intruder.
- b I'd keep still and quiet and hope that the intruder would go away.
- c I'd lock myself in a room and call the police.

2 What would you do if you were driving and your brakes stopped working?
- a I'd put the car in neutral gear.
- b I'd put the car in a lower gear.
- c I'd put the handbrake on.

3 What would you do if you were caught out in the countryside in a thunderstorm?
- a I'd go down on my knees and make myself into a ball.
- b I'd lie flat on the ground.
- c I'd shelter under a tree.

4 What would you do if you fell through ice into a lake?
- a I'd take off my clothes and shoes and try to keep afloat.
- b I'd try to climb onto the ice from the place where I'd fallen in.
- c I'd keep as still as possible and shout for help.

5 What would you do if you were hiking alone in the hills and you got completely lost (and there was no phone signal)?
- a I'd stay where I was and wait to be rescued.
- b I'd keep walking and try to find my way to my destination.
- c I'd try to find my way back to where I'd started from.

6 What would you do if you were skiing off-piste and were buried in an avalanche?
- a I'd push my ski poles up through the snow to attract attention.
- b I'd curl into a ball and cover my head and wait to be rescued.
- c I'd use swimming movements to try to get to the surface.

b Now answer the questions, choosing a, b, or c. Compare answers in groups of three and give reasons.

c **C Communication** It's an emergency! **A p.108 B p.112 C p.114** Work in the same groups of three. Read the answers to the situations, then explain what you should and shouldn't do.

d Did you choose the correct answers to the questions in **b**?

2 READING & LISTENING

a Read the description of a UK TV show. Do you have any similar programmes in your country?

> ***The Island with Bear Grylls*** is a British reality TV programme. Narrated by Bear Grylls, a well-known British adventurer, it features two groups of participants who are placed on a remote, uninhabited Pacific island for five weeks, to test their survival skills. They are left alone, with only the clothes they are wearing and some basic tools and training. In series five, the groups were divided according to whether they were high or low earners.

b Read the first part of an interview with Ali Brookes on p.47. Would you like to learn any of these survival techniques? What do you think you would miss if you were on the island?

c Read the interview again. Choose the best words to complete the gaps.

1 challenge programme aim
2 because since so
3 actually anyway apparently
4 complicated difficult easy
5 across over through
6 hurt injured sick
7 if unless until
8 Although As However
9 as well even though
10 definitely ideally obviously

d 🔊 **5.1** Listen and check your answers. On balance, do you think she was positive or negative about the whole experience?

ALI BROOKES,

A 29-YEAR-OLD DOCTOR, WAS A PARTICIPANT IN SERIES FIVE, IN THE 'HIGH EARNERS' GROUP.

Why did you decide to apply?

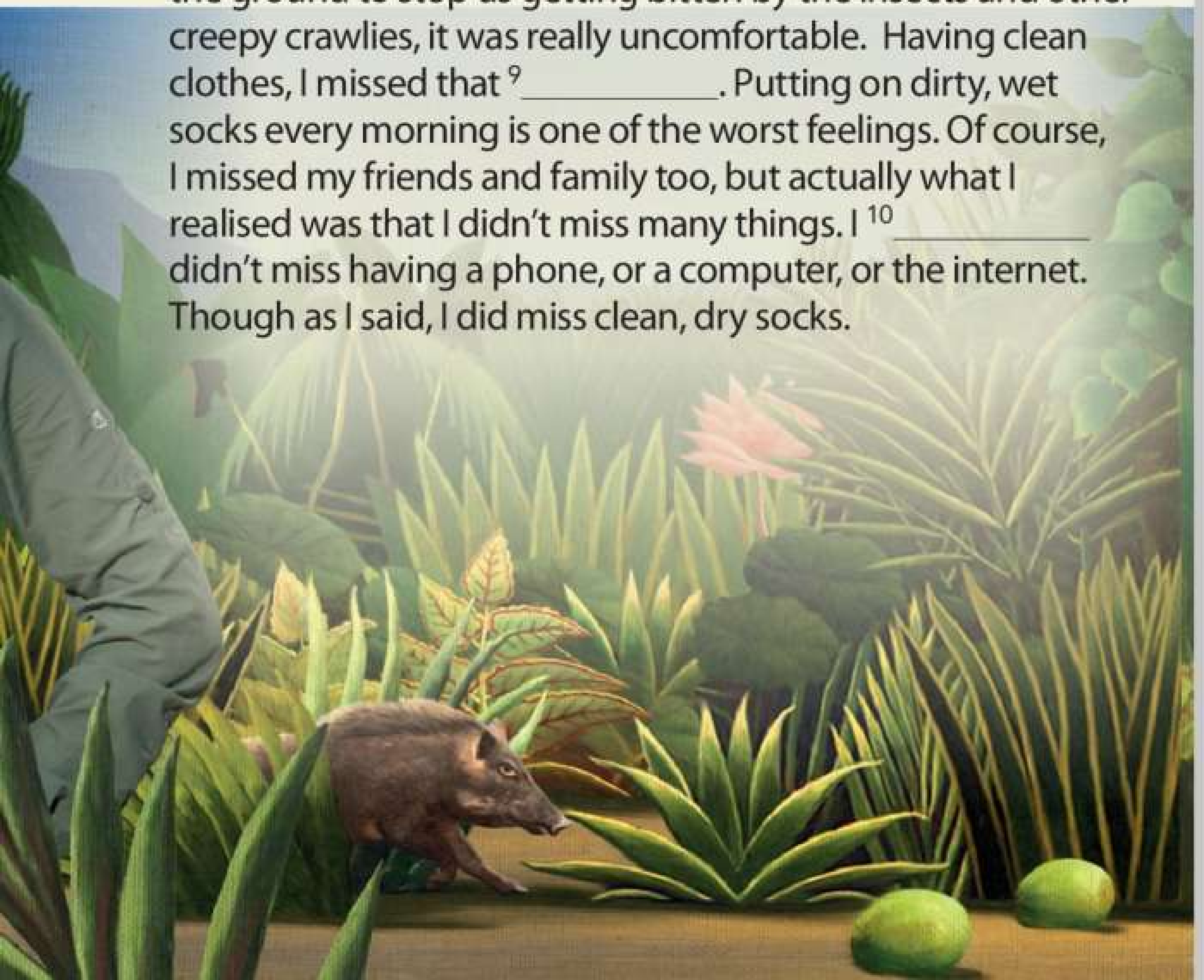
I'd always really enjoyed watching *The Island with Bear Grylls*. And I think it's really the ultimate [1]__________, being stranded on a desert island, having to survive there with no help at all. I love being outdoors and going on adventures, [2]__________ that side of it really appealed to me as well. So I sent off my application form, and the next thing I knew, I had a couple of interviews, and then I got a phone call saying they wanted me to go on *The Island*! Never in a million years, when I applied, did I think I'd [3]__________ get to go. So I was absolutely stunned when they told me they wanted me to go on the programme, but at the same time, I was thrilled! And two weeks later, we were off on a plane to the island.

What survival techniques did you learn?

So we learnt a whole range of survival techniques. We learnt how to make fire, which was actually quite complicated. You had to get the right wood from a particular type of tree on the beach, and then use pieces of that wood, and a shoelace to make fire. In our training, they made it look very [4]__________, they had the fire lit within a few minutes. But in reality, it took us a couple of days before we made fire, but we did get it, which was amazing. Once we had fire, we could then boil water for drinking. The water we found was brown and green and had bits floating in it, so we would filter it [5]__________ a pair of trousers or a shirt to get rid of the big clumps of dirt, and then we would boil it to kill off any bacteria or parasites. Amazingly, nobody got [6]__________ from drinking the water during our whole five weeks on the island. They also taught us how to build shelters to protect ourselves from the bad weather. In practice, the shelters were not that waterproof and we had a lot of very wet, cold nights. They taught us how to navigate by the sun and how to build up a map of the island as we explored it. It didn't stop us getting lost though.

Who or what did you miss most?

Before I went on the show, I said I'd miss my husband the most. But in fact, the thing I missed the most was most definitely food. It was all I could think about, and [7]__________ I couldn't sleep, I would go through a list of different pizza toppings in my head to try and get to sleep. I really missed having a good nights' sleep. [8]__________ we did build shelters off the ground to stop us getting bitten by the insects and other creepy crawlies, it was really uncomfortable. Having clean clothes, I missed that [9]__________. Putting on dirty, wet socks every morning is one of the worst feelings. Of course, I missed my friends and family too, but actually what I realised was that I didn't miss many things. I [10]__________ didn't miss having a phone, or a computer, or the internet. Though as I said, I did miss clean, dry socks.



e You're going to listen to Ali talk about her best and worst experiences on the island. First, read some things she mentions. Do you think they were things she enjoyed (✓), or things she found difficult (✗)?

- ☐ most of what we ate was yucca, which is a bit like a potato
- ☐ the water we had to wash in was the sea
- ☐ when it rained
- ☐ we were meeting all these new people we'd never met before
- ☐ (He) threw us out of the boat and told us to swim to the island
- ☐ we had a sports day and we had a talent show
- ☐ leaving the island

f 🔊 **5.2** Now listen to the second part of the interview with Ali and check your ideas in **e**.

g Listen again. What does she say about...?

1 a few coconuts
2 a wild boar
3 tension and arguments
4 a communal shelter
5 35 days

h How many of the 16 people survived the whole five weeks? What general lesson did the participants learn as a result of their time on the island? Do you think you could survive on the island?

3 VOCABULARY & PRONUNCIATION

feelings; word stress

a 🔊 **5.3** Listen to two extracts from the interview. How did Ali feel? Complete the gaps with adjectives.

So, I was absolutely [1]__________ when they told me they wanted me to go on the programme, but at the same time, I was [2]__________.

...seeing Bear pull up on his boat to come and collect us was just an amazing feeling. I felt both really [3]__________ and super [4]__________.

b **V** **p.157 Vocabulary Bank** Feelings

c 🔊 **5.7** Listen to some conversations and look at the extracts. Underline the stressed syllable in the **bold** adjectives.

1 Please come quickly. I'm **des|pe|rate**.
2 You weren't **o|ffen|ded** by what I said, were you?
3 To be honest, I was a bit **di|sa|ppoin|ted**.
4 I'm completely **be|wil|dered** by so much information.
5 I was **a|sto|nished** – I really wasn't expecting it.
6 Yes, we'd be **de|ligh|ted** to. Thank you so much.
7 They were **de|va|sta|ted**. It was such a shock.
8 I was absolutely **ho|rri|fied**. It was an awful accident.
9 I'm **o|ver|whelmed** – it's stunning!

d Practise saying the extracts, copying the intonation and stressing the correct syllable in the adjectives.

e Choose three adjectives from **c** and tell your partner about a time or a situation when you felt like that.

4 READING & LISTENING

a How much do you know about the Amazon rainforest? In small groups, complete the missing words.

1 The Amazon rainforest is in the continent of South America. It is roughly the size of **A**__________.
2 It covers a total of nine countries, including **Br**__________, Bolivia, **P**__________, Ecuador, **C**__________, Venezuela, Guyana, Suriname, and French Guiana.
3 The River Amazon, which flows through the north of the forest, is the **s**__________-**l**__________ river in the world.
4 The tree canopy is so thick that the forest floor is always **d**__________. Some trees grow up to 60 metres high.
5 There are about 50 indigenous **tr**__________ living in the forest that have never had any **c**__________ with the outside world.
6 Some of the most dangerous animals in the world live in the forest; these include poisonous **sn**__________, **fr**__________, and **sp**__________, as well as jaguars and piranhas.

b Read the beginning of a true survival story and then answer the questions below.

1 What was the three friends' original plan? How did this change?
2 What caused tensions between…?
  a the three men and the guide b Kevin and Marcus
3 Why did they finally separate into two pairs? How did they decide to travel?

Which pair would you have chosen to go with? Why? How would you have felt if you had been in Marcus's situation?

c You are going to listen to part of a documentary and find out what happened to the four men. After each part, answer the questions with a partner.

5.8

1 What happened to Kevin and Yossi on the raft?
2 What piece of luck did Yossi have?

Whose situation would you rather have been in, Kevin's or Yossi's? Why?

5.9

3 How were Kevin and Yossi feeling?
4 What happened to Yossi on his first night alone in the jungle?

What would you have done if you had been in Yossi's situation?

LOST IN THE JUNGLE

FOUR YOUNG MEN WENT INTO THE AMAZON JUNGLE ON THE ADVENTURE OF A LIFETIME. ONLY TWO OF THEM WOULD COME OUT ALIVE...

In 1981, three friends went backpacking in the Amazon rainforest in a remote area of Bolivia: Yossi Ghinsberg, 22, and his two friends Kevin Gale, 29, and Marcus Stamm, 29. They hired an experienced guide, an Austrian called Karl Ruprechter, who promised that he could take them deep into the rainforest to an undiscovered Indian village. Then they would raft nearly 200 kilometres back downriver. Karl said that the journey to the village would take them about seven days. Before they entered the jungle, the three friends made a promise that they would 'go in together and come out together'.

The four men set off from the town of Apolo and soon they had left civilization far behind. But after walking for more than a week, there was no sign of the village, and tensions began to appear in the group. The three friends started to suspect that Karl, the guide, didn't really know where the Indian village was. Yossi and Kevin began to get fed up with their friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually, they decided to abandon the search for the village and just hike (instead of rafting) back to Apolo, the way they had come. But Kevin was furious because he thought that it was Marcus's fault that they had had to cut short their adventure. So, he decided that he would raft down the river, and he persuaded Yossi to join him, but he didn't want Marcus to come with them. Marcus and Karl decided to go back to Apolo on foot. The three friends agreed to meet in a hotel in the capital La Paz in a week's time.

Early next morning, the two pairs of travellers said goodbye and set off on their different journeys…

5.10

5 Why did Yossi's spirits change from desperate to optimistic, and then to desperate again?

How would you have felt at this point? What do you think had happened to Kevin?

5.11

6 What had Kevin been doing all this time?
7 What did Kevin decide to do?
8 Why was he incredibly lucky?

If you had been Kevin, what would you have done now?

5.12

9 How did Kevin first try to get help?
10 Why was it unsuccessful?
11 What was his last attempt to find his friend?

5.13

12 How long had Yossi been on his own in the jungle? How was he?
13 What did he think the buzzing noise was? What was it?

What do you think might have happened to Marcus and Karl?

d Do you think you would have survived if you had been in Yossi's situation? Would you have done anything differently? Who do you sympathize with most?

5 GRAMMAR unreal conditionals

a Complete the gaps with the verbs in the correct tense.

1 What would you do if you ______________ (hike) alone in the hills and you ______________ (get lost)?
2 If I thought that I could hear an intruder in my house, I ______________ (call) the police and I ______________ (not confront) the intruder.
3 What would you have done if you ______________ (be) in Yossi's situation?
4 If Kevin hadn't looked for his friend, Yossi ______________ (die).

b Look at sentences 1–4 again. Which two refer to a hypothetical situation in the past? Which two refer to a hypothetical situation in the present or future?

c **G p.140 Grammar Bank 5A**

d With a partner, write two conditional story chains, one with second conditionals, and one with third conditionals.

1 If I had one year off work, I'd ______________________________.
If ______________________________.
If ______________________________.
If ______________________________.
If ______________________________.
If I had one year off work, I'd go to South Africa.
If I went to South Africa, I'd probably go on a safari…

2 If I hadn't been feeling so terrible, ______________________________.
If ______________________________.
If ______________________________.
If ______________________________.
If ______________________________.

e Read your stories to another pair. Whose did you like best?

6 WRITING

W p.118 Writing A blog post Write a post about how to keep safe in different situations.

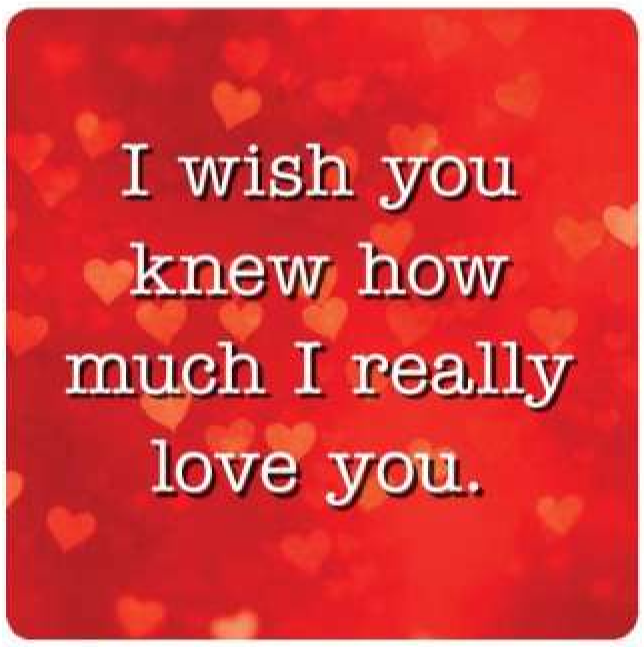
5B Wish you were here

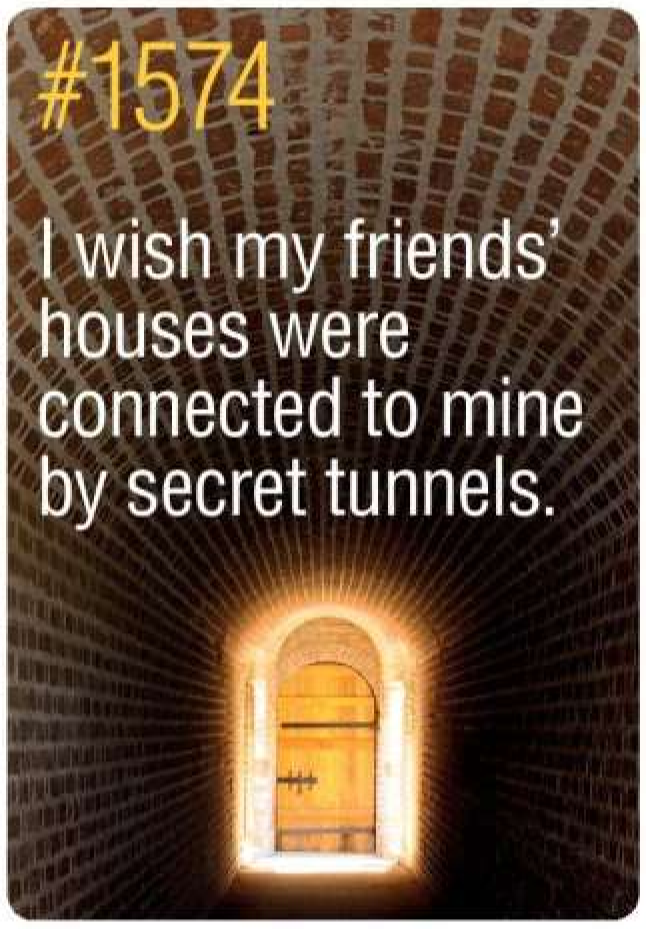
Don't wish it were easier;
wish you were better.
Jim Rohn, US businessman

G *wish* for present / future, *wish* for past regrets **V** expressing feelings with verbs or *-ed* / *-ing* adjectives **P** sentence rhythm and intonation

1 GRAMMAR *wish* for the present / future

a Look at some posts on a Pinterest board. Do you ever wish any of these things? Which ones?

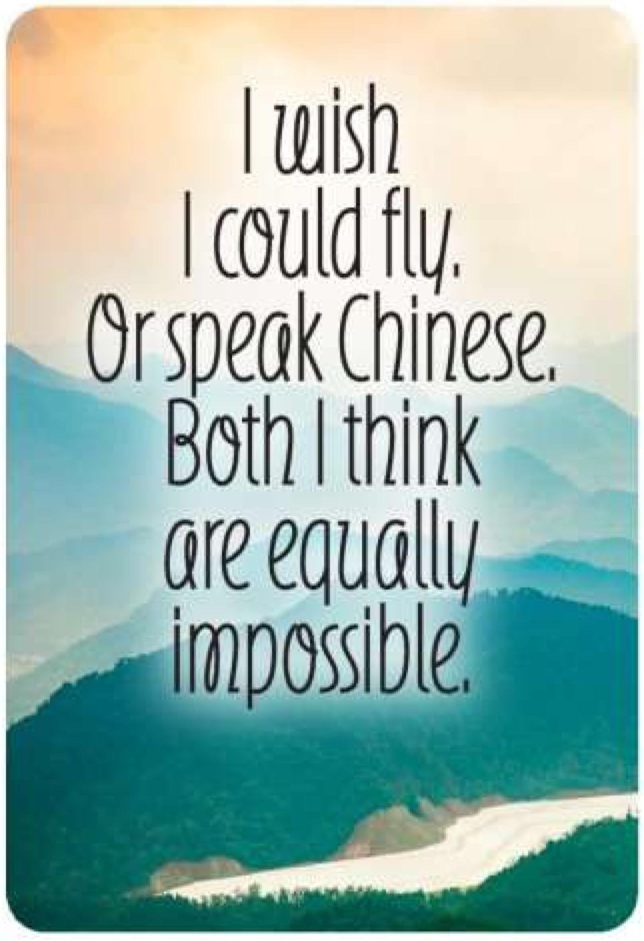

I wish you knew how much I really love you.


#1574

I wish my friends' houses were connected to mine by secret tunnels.

I wish I didn't have to go to work today.

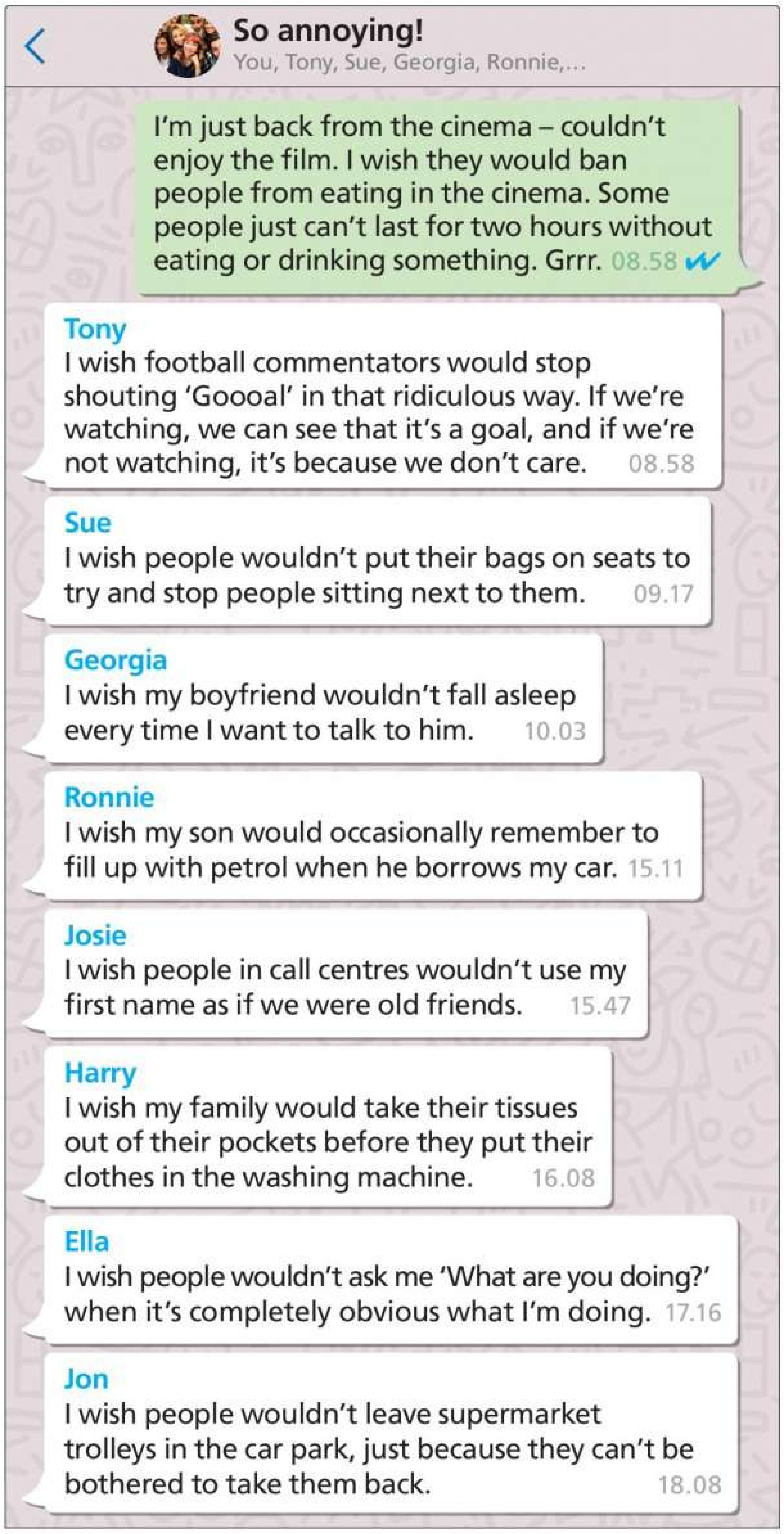
I wish I could eat as much as I liked WITHOUT putting on weight.


I wish I could fly. Or speak Chinese. Both I think are equally impossible.

I wish I could text my dog when I wasn't at home with her. Tell her I miss her. See what she's doing. Ask her to take a selfie for me.

I wish my boyfriend didn't live so far away.

b Now look at a WhatsApp group where friends have shared things that annoy them. Tick (✓) the things that annoy you, too.


So annoying!
You, Tony, Sue, Georgia, Ronnie,...

I'm just back from the cinema – couldn't enjoy the film. I wish they would ban people from eating in the cinema. Some people just can't last for two hours without eating or drinking something. Grrr. 08.58 ✓✓

Tony
I wish football commentators would stop shouting 'Goooal' in that ridiculous way. If we're watching, we can see that it's a goal, and if we're not watching, it's because we don't care. 08.58

Sue
I wish people wouldn't put their bags on seats to try and stop people sitting next to them. 09.17

Georgia
I wish my boyfriend wouldn't fall asleep every time I want to talk to him. 10.03

Ronnie
I wish my son would occasionally remember to fill up with petrol when he borrows my car. 15.11

Josie
I wish people in call centres wouldn't use my first name as if we were old friends. 15.47

Harry
I wish my family would take their tissues out of their pockets before they put their clothes in the washing machine. 16.08

Ella
I wish people wouldn't ask me 'What are you doing?' when it's completely obvious what I'm doing. 17.16

Jon
I wish people wouldn't leave supermarket trolleys in the car park, just because they can't be bothered to take them back. 18.08

c Compare the things you've ticked with a partner. Which are your top three, and why?

Expressing annoyance

It really annoys me when…	*people eat crisps in the cinema.*
It's so annoying when…	
It drives me mad when…	

d Compare the Pinterest posts in **a** and the messages in **b**. Then complete the rules with *would* / *wouldn't* + infinitive or past simple.

1 We use *wish* + person + ______________ to talk about things you would like to be different in the present / future (but which are impossible or unlikely).

2 We use *wish* + person + ______________ to talk about things we want to happen or stop happening because they annoy us.

e **G p.141 Grammar Bank 5B** *wish* for present / future

f Write two more things that annoy you and that you would like people to change, and two things that you would like to be different about yourself or your life. Use *I wish* + *would* / *wouldn't* and *I wish* + past simple.

g In pairs or small groups, compare what you've written. Did anyone come up with the same things?

2 VOCABULARY & SPEAKING expressing feelings with verbs or *-ed* / *-ing* adjectives

> **Ways of talking about how we feel**
>
> We can talk about how we feel in three different ways:
>
> 1 by using a **verb** (e.g. *annoy*)
> *People who eat in the cinema really annoy me.*
>
> 2 by using an ***-ing* adjective** (e.g. *annoying*)
> *People who eat in the cinema are really annoying.*
>
> 3 by using an ***-ed* adjective** (e.g. *annoyed*)
> *I get really annoyed when people eat in the cinema.*

a Complete the sentences with the correct form of the word in **bold**.

1 It really __________ me when people drive close behind me. **infuriate**

2 I get very __________ when something goes wrong with my internet connection and I don't know how to fix it. **frustrate**

3 It's so __________ when I can't remember someone's name, but they can remember mine. **embarrass**

4 I used to love shopping in the sales, but now I find it __________. After an hour, I just want to go home. **exhaust**

5 I'm often __________ with my birthday presents. My expectations are obviously too high! **disappoint**

6 It __________ me that some people still don't do their banking online. **amaze**

7 I find speaking in public absolutely __________. I hate doing it. **terrify**

8 I've often been __________ by reading about how some successful people have overcome difficulties. **inspire**

9 I never find instructions for electronic devices helpful – in fact, usually they just __________ me. **confuse**

10 When I travel, I'm always __________ if I manage to communicate something in a foreign language. **thrill**

b 5.19 Listen and check. Then with a partner, say if the sentences are true for you or not. Give examples or reasons.

> **Feelings adjectives that have an *-ed* form but not an *-ing* form**
>
> A few *-ed* adjectives describing feelings don't have an *-ing* form, e.g. *impressed* – *impressive*
> **NOT** ~~*impressing*~~

c Complete the sentences below with a form of the adjective in **bold**.

1 We are extremely **impressed** by your CV. Your CV is extremely *impressive*.

2 I get very **stressed** at work. My job is very __________.

3 I was really **scared** during the film. The ending was especially __________.

4 I was **delighted** to meet Jane. She really is a __________ person.

5 I was really **offended** by what you said. What you said was really __________.

d In pairs, choose three squares and think about what you are going to say. Then talk to a partner.

an embarrassing mistake you once made	something that makes you feel depressed
a film or a book that you found really disappointing	something that really annoys you when you're shopping
something that you find frustrating about learning English	something that really stresses you in your daily life
someone who inspires you	some physical activity that you did that left you absolutely exhausted

I'm going to tell you about an embarrassing mistake I once made. I was emailing a colleague…

3 READING & SPEAKING

a You are going to read an article about regrets. Which three areas of life do you think people tend to have the most regrets about? Choose from the list below.

career education family health love money travel

b Read the article once and check. How did the writer change someone's life?

Regrets

Recently, I helped my son move into his first-year room at university in Chicago and we discussed his hopes and plans for the next three years. That evening, I found myself thinking about how to help him make decisions he would never regret. I went to Twitter and typed, 'What is your biggest regret?' The response was huge and devastatingly honest. I had asked a question that, surprisingly, a lot of people really wanted to answer.

I loved the light-hearted responses…

> 'Not flying on Concorde to New York with Lionel Richie. He wanted to take me for dinner. I was working. #idiot'

But very few of them were like that. What emerged is that real regrets are not about bad things happening to you. They are about bad choices – a deep sorrow, or anger at yourself for something you did, or something you failed to do.

Most of the replies divided into different categories. Education was high up the list – there were many more regrets to do with school and college than I had expected.

> 'Never going to university. Left me disadvantaged all my life. Never lived up to my potential.'

1

2

Career-choice regrets made me realize a pattern was developing: regret seems most often to be about fear. Fear of doing the wrong thing, which then leads to an unfulfilled life.

> 'Not following my dream to work in radio.'

3

4

And then, perhaps less surprising, there was love: a few tweets from people regretting that they had declared their love and ended up having their heart broken, but many, many more regretting not being brave – regretting having been afraid. There's definitely a lesson in there: while there's always the possibility of rejection, it's better than the regret of not having tried.

> 'Not telling someone I loved them. 20 years too late now.'

5

It was encouraging that right alongside the people who regretted a life lived in fear were others who had made a change who were now regretting the time it had taken to find their solution.

> 'Worrying too much about what other people thought of me.'

6

Intriguingly, of all the replies, only two people mentioned money – one regretting a flat they hadn't bought, one regretting a sale.

Regret seems most often to be about fear.

My favourite of all the replies was from @dorey1414. She tweeted me this:

> 'I'm 54, no friends, or family, only 18 Twitter followers, but I have everything I need. Biggest regret – not listening at school.'

At last, here was one tiny area where I could be useful! I retweeted her words and asked Twitter if they could help. Ten minutes later, her follower count had gone up to 24. By the morning, it was 360. She now has more than 900 and is massively excited about it, starting enthusiastic conversations with dozens of her new followers. Having left school before her exams and worked for 38 years in a job she doesn't enjoy, she now has a chance to change her life.

Before I flew home from Chicago, I texted my son with this advice: 'Take risks – they may go wrong but it's better than regretting not having tried. And ring your mother.'

Adapted from an article by Emma Freud in The Guardian

c Read the article again. Complete 1–6 with tweets A–F. What kinds of words are left out in some of the tweets?

A 'Being scared all the time. Moved to France – still scary but food and life is good!'

B 'Listening to my dad when he said my voice was too weak to be a singer.'

C 'Marrying the first person who asked, because I thought no one would ever ask me.'

D 'My regret: listening to teachers who said I was stupid because I can't spell. After two degrees was told I'm dyslexic. Am currently on fourth degree.'

E 'Not getting a better education and working full-time from the age of 16.'

F 'Not taking the job in Paris.'

d Look at the highlighted words in the article. Which are nouns and which are adjectives? If it's a noun, write the adjective, and vice versa.

e If you had read Emma Freud's tweet *What is your biggest regret?*, what would you have written?

I would have written 'Not starting to learn English when I was younger.'

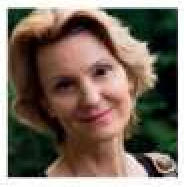
4 GRAMMAR *wish* for past regrets

a 5.20 Listen to three people talking about regrets. What thing does each person regret?

b Listen again and complete the sentences with *wish*. What tense do we use after *wish* to talk about a regret?

Speaker 1

I wish I ______________________________.



Speaker 2

I wish I ______________________________.

I wish she ______________________________.

Speaker 3

I wish I ______________________________.

c **p.141 Grammar Bank 5B** *wish* for past regrets

d Write a regret with *I wish* for each of the categories below.

family health money travel

5 PRONUNCIATION & SPEAKING

sentence rhythm and intonation

a 5.22 Listen and write down six more regrets with *wish*.

b Match regrets 1–6 from **a** with the sentences below.

☐ A Do you want me to phone and make an excuse?
☐ B Yes, watching it on TV is never as exciting.
☐ C Well, it isn't too late. You're only 22.
☐ D Yes, you should have had more self-control!
☐ E Why don't you go back to the shop and see if they still have them?
☐ F Yes, it was a bit tactless. I hope she's not too upset.

c 5.23 Listen and check. In pairs, practise the conversations. Copy the rhythm and intonation.

d Work in small groups. Tell the other students about…

- a famous person from the past that you wish you'd met.
- a live event you wish you'd been to.
- something you wish you'd learned as a child.
- something you wish you hadn't bought.
- something you wish you'd spent more time on.
- a holiday or journey you wish you hadn't gone on.

6 LISTENING & WRITING

a 5.24 Listen to a poem about regret from a poetry website. What's the first line of each verse?

b Listen again, and for each verse, write down as many words as you can.

c Work with a partner. Compare the words you've written, and together, try to reconstruct the poem.

d Listen one more time and check your version.

e Together, write your own poem of at least three verses. Start each verse with *I wish I had / hadn't…*

f Read your poems aloud. Have a class vote for the best one.

4&5 Colloquial English Talking about…

1 THE INTERVIEW Part 1

a Read the biographical information about Candida Brady. Have you heard of any of the films or people mentioned?

Candida Brady is a British journalist and film-maker. She founded her film company, Blenheim Films, in 1996 and has produced and directed several films and documentaries on a variety of topics, including youth culture, music, and ballet.

In 2012, Candida completed her first full-length documentary feature film, *Trashed*, which follows the actor Jeremy Irons around the world as he discovers the growing environmental and health problems caused by waste – the billions of tons of rubbish that we generate every day – and the way we deal with it. The soundtrack for the film was composed by the Greek composer Vangelis, who wrote the award-winning soundtrack to *Chariots of Fire*, and the film won several awards at film festivals. Her latest film, *Urban and the Shed Crew*, based on the memoir of writer Bernard Hare, is about a young boy's struggle to survive on the streets of Leeds in the 1990s.

b Watch Part 1 of an interview with her. Mark the sentences **T** (true) or **F** (false).

1 Candida made the film *Trashed* because she wanted people to know more about the problem of waste.
2 Jeremy Irons is a person who loves buying new things.
3 Candida was surprised that he immediately loved the film proposal.
4 Vangelis is a good friend of Candida's.
5 Vangelis had previous experience of projects related to the environment.
6 She didn't need to do much research before making the film because she was already an expert on the subject.

Glossary

rough cut /rʌf kʌt/ the first version of a film after the different scenes have been put together

Jacques Cousteau a well-known French conservationist and film-maker who studied the sea and all forms of life in water

c Now watch again and say why the **F** sentences are false.

d Have you seen any documentaries about the environment? What did you learn from them?

Part 2

a Now watch Part 2. Answer the questions.

1 Which was the bigger problem for Candida: making the film visually attractive, or trying not to make it too depressing?
2 What kind of pollution does she think is the most worrying: air, land, or sea?

b Watch again. Complete the sentences with one word.

1 Candida had a __________ DOP (Director of Photography).
2 She wanted to film in beautiful places that had been __________ by man-made rubbish.
3 She would have preferred to make a more __________ documentary.
4 They were very much aware that they wanted to offer __________ at the end of the film.
5 She says you have to dig down over a foot deep on a beach to find sand that doesn't have any __________ in it.
6 She says the pieces of plastic in the water become so fragmented that they're the same size as the zooplankton, which is in the __________ chain.

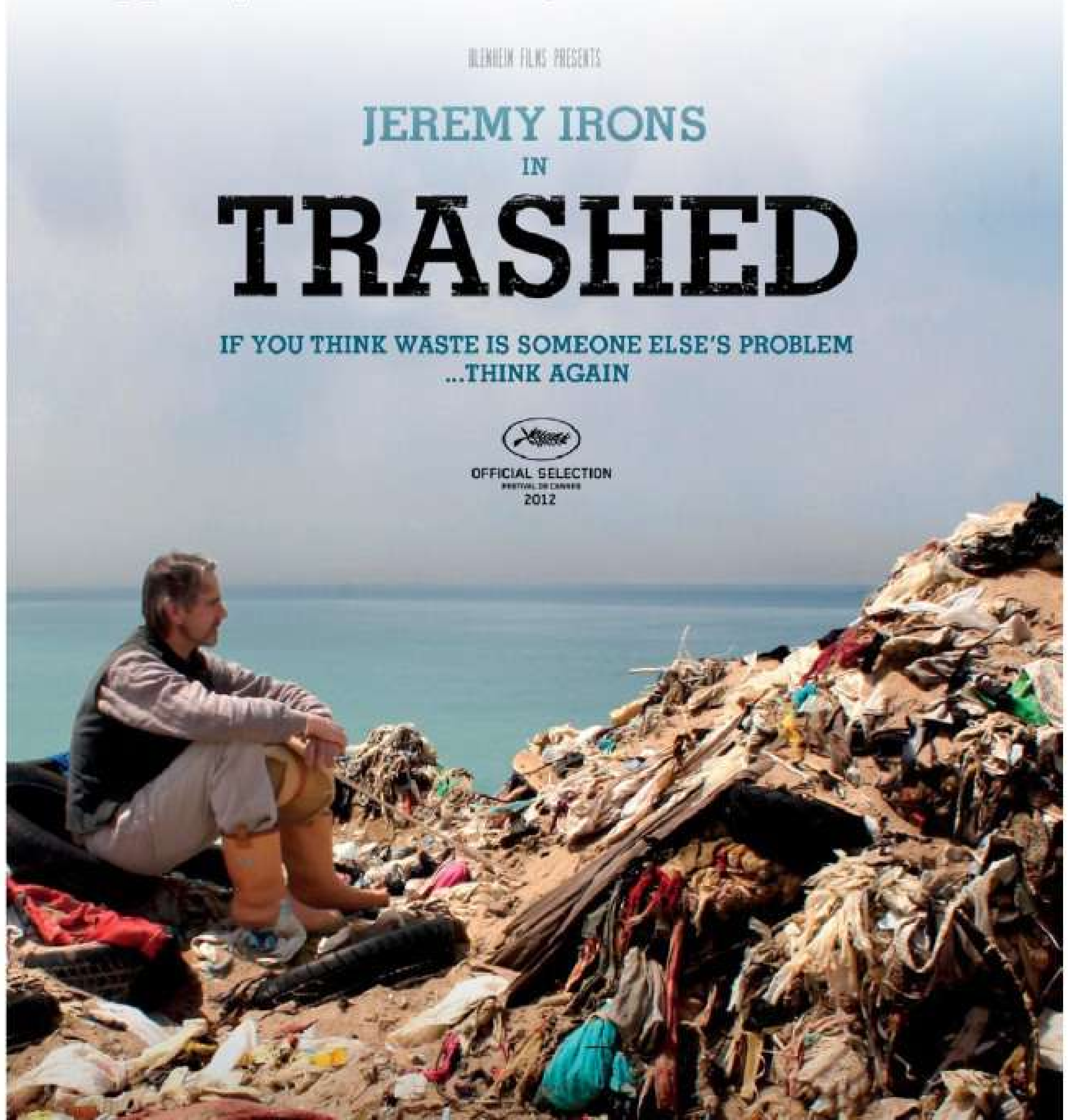
Glossary

Saida (or Sidon) a port in Lebanon, its third largest city

a foot UK measurement = 30.5 centimetres

zooplankton microscopic organisms that live in water

c Which kind of pollution, air, land, or water, is the biggest problem where you live?



Part 3

a Now watch Part 3. Answer the questions.

1 Who does she blame for the problem of waste?
2 Why does San Francisco offer a positive note at the end of the film?
3 Has the film changed her own habits?

b Watch again. What does she say about…?

1 hotels in San Francisco
2 her grandparents
3 her bicycle

Glossary

zero waste the recycling and re-using of all products
bins containers where people throw their rubbish

c How much recycling do you do personally? Are you optimistic or pessimistic about the future of the environment?

2 LOOKING AT LANGUAGE

Comment adverbs
Candida uses a lot of comment adverbs (e.g. *unfortunately*) to clarify how she feels about what she is saying.

Watch some extracts from the interview and write in the missing adverbs.

1 'We ended up __________ filming in 11 countries…'
2 '…but the stories that I've chosen are universal and, __________, I spoke to, to people in communities, um, in more countries, um, than we actually filmed in…'
3 '…and so I sent him the treatment and __________ he, um, he loved it.'
4 '…but __________, again, he was very shocked, um, by the film and really wanted to get involved.'
5 '…yes and no, um, __________ enough. Obviously I had a wonderful DOP, Director of Photography, so, um, he can pretty much make anything look beautiful…'
6 'I did a lot of research and so, __________, these things were repeatable and, and in every country around the world…'
7 '__________, what's happened with the way that soft plastic degrades in water is that, um, the pieces become so fragmented…'

3 THE CONVERSATION

Simon
Joanne
Syinat

a Watch the conversation. Circle the correct phrase to sum up their conclusion.

They think being plastic-free is *definitely possible / possible but difficult / impossible*.

b Watch again. Answer with **S** (Simon), **J** (Joanne), or **Sy** (Syinat).

Who…?

1 ☐ gives an example of plastic straws
2 ☐ thinks that consumers need to lead the way
3 ☐ brings up the problem of plastic packaging in supermarkets
4 ☐ mentions that China no longer accepts other countries' recycling
5 ☐ suggests that it might be possible to be plastic free in 20 years' time
6 ☐ says that there is more plastic than fish in the sea
7 ☐ compares the use of plastic today to in the past
8 ☐ tells the others about bacteria that can eat plastic
9 ☐ talks about plastic bottles that you can use and then eat the plastic

c Do you agree with the participants about the possibility of being plastic free? Why (not)?

d Watch some extracts and match some of the different ways that the participants respond to what another person had said.

1 The deepest place on the planet… and they found plastic. ☐ ☐
2 …there's more plastic in the sea by weight than there are fish… ☐ ☐
3 …plastic bottles that actually you can then eat the plastic. ☐ ☐ ☐

A Yes, isn't that awful?
B Oh wow!
C It's depressing.
D Yes, it's very scary!
E I mean that's just so depressing, isn't it?
F I think that's just so amazing.
G That sounds pretty cool.

e With a partner, say what the function of each response is: responding to something positive or something negative.

f Now have a conversation in groups of three.

1 What kinds of things in everyday life do you think really make a difference to the environment?
2 What do you think the government could do to make people recycle more?

6A Night night

Laugh and the world laughs with you; snore and you snore alone.
Anthony Burgess, UK author

G *used to, be used to, get used to* **V** sleep **P** /s/ and /z/

1 GRAMMAR *used to, be used to, get used to*

a Do you ever have problems sleeping? Why (not)? What kinds of things might make it difficult for people to sleep well?

b 6.1 Listen to three people, Rafa, Mike, and Steph, who all have problems sleeping at night. What are the main reasons they give? Have any of them managed to solve the problem?

c 6.2 Listen to six extracts from the listening. Complete the gaps with a few words.

Rafa

I can't get used to ^{1}________________ where there's light coming in from the streetlights outside.

I always used to ^{2}________________.

Mike

The main problem is that my body's used to ^{3}________________, not during the day.

It's very hard to get used to ^{4}________________ all night.

Before I became a policeman, I used to ^{5}________________ hours a night.

Steph

And just when I'm finally used to ^{6}________________, then it's time to fly back to the UK.

d Look the highlighted phrases. Answer the questions with a partner.

1 What do you think *used to* means after *be* / *get*?
   a tired of b accustomed to c good at
2 What's the difference between *be* + adjective, e.g. *be old*, *be used to*, and *get* + adjective, e.g. *get old*, *get used to*?
3 What form does the verb take after *used to* and *be* / *get used to*?

e **G p.142 Grammar Bank 6A**

f Talk to a partner. Ask for and give more information.

1 When you were a young child, did you use to…?
   - share a room with a brother or sister
   - sleep with the light on
   - wake up very early in the morning
2 Do you ever have problems sleeping when you're staying somewhere new or different that you aren't used to (e.g. in a hotel)?
3 Do you think you would find it difficult to get used to…?
   - always going to bed after midnight
   - getting up at 5.30 a.m. every day
   - travelling long-haul very often

2 PRONUNCIATION /s/ and /z/

a 6.5 Listen to sentences 1–3. In which one is *used to* pronounced differently? What's the difference?

1 I used to get up really late, but now I get up early.
2 It often takes time to get used to sleeping in a new bed.
3 Valerian is a herb which is used to help people to sleep better.

b 6.6 Listen and repeat some pairs of words where the only difference in pronunciation is the final *s* or *z*.

1	a loose	b lose
2	a bus	b buzz
3	a course	b cause
4	a ice	b eyes
5	a race	b raise
6	a peace	b peas
7	a price	b prize
8	a place	b plays

c 6.7 Listen to some sentences with words from **b**. Which word do you hear each time? In 1–4 the context will help you, but not in 5–8.

d Practise with a partner. Say one word from each pair in **b** to your partner. He / She must say if it's a or b.

3 READING

a Look at the title of the article below and read the first paragraph. What exactly is *segmented sleep*?

The way we used to sleep

The forgotten benefits of segmented sleep

Sleeping for eight hours a night without waking up is not natural human behaviour. For centuries, 'segmented sleep' was standard. People used to go to bed quite early, sleep for a few hours, wake for an hour or two around midnight, and then sleep for about another three or four hours until sunrise.

This time when people were awake was called 'the watch', and it was used for all sorts of activities. It was a chance to meditate and think about vivid dreams. More active people used the hour to visit sick family members, do housework, or even steal from the neighbours under the cover of darkness! It was an hour typically free from social demands. One 15th-century Italian woman wrote that it was a time when she was able to sew or write letters in privacy, when she was not 'surrounded by men, performing jobs for men'. Doctors also believed in the medical benefits that came from changing sleeping position, or taking medication during the watch. The practice of 'first sleep' and 'second sleep' is mentioned by many great authors, including Homer, Chaucer, Austen, Dickens, and Tolstoy.

Since we've got used to artificial light, however, segmented sleep has become both unfashionable and harder to achieve. We've now lost that hour between sleeps, a time when we can be awake and alone with our thoughts. Segmented sleep is arguably more natural than the sleep we experience nowadays. People who regularly wake in the night will no doubt be relieved to hear that there's nothing wrong with them.

Adapted from the Quartz website

b Now read the whole article and answer the questions.

1 What kinds of things would people do during 'the watch'?
2 Was segmented sleep considered a good thing?
3 Why don't we sleep like this nowadays?

c Read about photographer Brennan Wenck-Reilly, who is usually awake during the night. Answer the questions.

1 How long is he usually awake for?
2 What does he do with the time?

Things people do at night

Brennan Wenck-Reilly, 36, San Francisco, USA

I spent two years living high up in the Andes, in Chacopampa in Bolivia. I was in the Peace Corps, a volunteer organization run through the US government. Chacopampa was a town that had no electricity 90% of the time. We ^{1}**u**__________ to follow the patterns of the sun, that is, I'd go to bed between 8.00 and 9.00 and get up at about 6 a.m. But at around midnight I'd wake up and then I'd be up till 3.00 a.m. or so. In those hours ^{2}**b**__________ midnight and 3.00, I would normally read, sometimes as much as 100 pages of a book.

When I got back to San Francisco, I'd ^{3}**g**__________ used to sleeping like this, and somehow, I carried on with it. I ^{4}**w**__________ go to bed around 9.00, wake up between midnight and 1.00 a.m., and then be up until about 4.00. Then I'd sleep till 7.00 or 8.00. My wife and I lived in a one-bedroom apartment, and my wife is a fairly ^{5}**l**__________ sleeper, so my best option was to get out of the house. That's when I started doing night photography.

San Francisco at that hour is quite magical. I often find ^{6}**m**__________ alone on the streets, or at the beach, in the woods. Part of the adventure is finding new locations, part is the solitude, and the reward is the image I get to take home. One of my favourites is this one of Angel Island. It was quite ^{7}**w**__________, as you can see from the grass in the foreground.

If I don't ^{8}**l**__________ the house, I'll work on framing photos, or grading (I'm also a teacher), and sometimes I'll simply put on a movie. I also sometimes run – I used to have a running partner who lived a couple of blocks away. A couple of times a week we'd text each other around 1.00 or 2.00 a.m., and then meet at the street corner and run for about an hour. That lasted about a year, then we both ^{9}**e**__________ up moving away. Now I have young kids, but I long for them to be more independent so that I can once again go back to my sleep pattern.

Brennan is now running courses in night photography.

d Read the text again and complete the gaps.

e In pairs, explain why Brennan mentions these things.

the sun 100 pages one bedroom the woods
Angel Island grading the street corner young kids

f If you woke up for an hour every night, what do you think you would do with the time?

4 VOCABULARY sleep

a Read some facts about sleep. Which did you find the most surprising? Were there any facts you already knew?

FASCINATING FACTS ABOUT SLEEP

Studies have shown that male students **yawn** longer and more often than female students.

Many people have a **nap** after lunch. The so-called 'post-lunch dip' is because we naturally feel **sleepy** at two times of day: 2.00 a.m. and 2.00 p.m.

People who **snore** can make a noise as loud as 100 decibels, equivalent to a pneumatic drill.

Covering yourself with heavy **blankets** can help you relax and get a better night's sleep. The pressure on the body produces serotonin, a chemical that helps with sleep, mood, and digestion.

People often change their **sheets**, but up to one third of the weight of a **pillow** can be made up of dead skin and bugs. And if you don't wash a **duvet** at least every six months, it can contain up to 20,000 live dust mites.

Scientists have produced flies which have **insomnia**. They lose their balance more often, are slower learners, and gain more fat – the same as humans who don't get enough sleep.

If you have taken **sleeping pills**, you aren't actually asleep, you're sedated. Some researchers think that this can cause memory problems.

b Look at the **bold** words in **a**. In pairs, work out their meaning from the context.

c Now look at some words and phrases about sleeping habits. With a partner, say what you think they mean.

be a light sleeper
fall asleep
be fast asleep
have nightmares
keep you awake
oversleep
set the alarm
sleep like a log
sleepwalk

d Work in pairs. Do the *Vocabulary race*.

When your teacher says 'go', write the correct word or phrase from **a–c** in the column on the right. As soon as you finish, put your hand up.

1 Most people start feeling ▢ at around 11.00 p.m. *sleepy*
2 When people are tired they often open their mouth and ▢. ________
3 When they get into bed, they put their head on the ▢. ________
4 In bed, many people sleep under a ▢ filled with feathers or synthetic material. ________
5 Other people prefer to sleep under ▢ and ▢. ________ ________
6 Some people can't sleep because they suffer from ▢. ________
7 People sometimes have to take ▢ to help them go to sleep. ________
8 Some people who are asleep make a loud noise when they breathe, i.e. they ▢. ________
9 In hot countries, it's common to have a short ▢ in the afternoon. ________
10 A person who sleeps well '▢'. ________
11 Someone who doesn't sleep very deeply is a ▢. ________
12 Some children ▢ if they watch scary films before bedtime. ________
13 If you drink coffee in the evening, it may ▢. ________
14 In the middle of the night, most people are ▢. ________
15 As many as 15% of people ▢ during the night, getting out of bed and even getting dressed or eating. ________
16 When people need to get up early, they often ▢ (clock). ________
17 If you don't hear your alarm, you might ▢. ________
18 According to one study, 4.7% of Americans ▢ while driving. ________

e 6.8 Listen and check. Did the pair who finished first also get the most correct answers?

5 LISTENING

a You're going to listen to a podcast by sleep expert Dr Neil Stanley. First, with a partner, discuss how you think he might complete sentences 1–8 below about his bedtime routine.

1 I sleep in a different __________ from my partner.
2 I sleep under natural __________.
3 I'm obsessive about __________.
4 I sleep with the __________ open.
5 I don't have __________ late.
6 I drink __________ in the evenings.
7 I need ________________ hours' sleep.
8 I __________ before going to sleep.

b 🔊6.9 Now listen to the podcast and complete the gaps with a word or number. Did you guess any of them correctly in **a**? Were you surprised by anything he does? What kind of person do you think he is?

c Listen again. Then with a partner, explain Dr Stanley's reasons, using the prompts below.

1 Because then you don't…
2 Because you don't sleep well if…
3 Because it's really important to…
4 Because you need…
5 Because your body…
6 Because he isn't…
7 Because that's the amount…
8 Because it's his way of…

d Look again at the list in **a**. Do you normally do any of these things? Are there any that you would like to be able to do?

6 SPEAKING

In pairs, **A** ask the green questions, and **B** ask the red questions. Ask for and give as much information as possible, and react to what your partner says.

Do you usually sleep with your bedroom completely dark, or with the curtains or blinds open? Do you have problems sleeping if there's too much or not enough light for you? What temperature do you like the bedroom to be?

Have you ever worked at night? Did you have any problems sleeping the next day? Why (not)? Do you think you would be able to work at night and sleep during the day for a long period?

Do you take, or have you ever taken, sleeping pills? Do you have any tips for people who suffer from insomnia?

Do you watch TV in bed on a tablet or other device? Do you ever fall asleep while you're watching a programme?

Did you use to have a bedtime routine when you were a child? Would someone read to you in bed? Did you have a favourite story?

Are you a light sleeper, or do you usually sleep like a log? Do you use something to help you wake up in the morning?

Do you often have nightmares or recurring dreams? Do you ever remember what your dreams were about? Do you ever try to interpret your dreams?

Do you snore? Have you ever had to share a room with someone who snores? Was this a problem?

Do you find it difficult to sleep when you're travelling, e.g. in buses or planes? What do you do if you can't get to sleep?

Have you ever flown long haul? Where to? Did you get jet lag? How long did it take you to get used to the different time zone?

Have you ever stayed up all night to revise for an exam the next day? How well did you do in the exam?

Have you ever overslept and missed something important? What was it?

Do you ever have a nap after lunch or at any other time during the day? How long do you sleep for? How do you feel when you wake up?

Have you ever fallen asleep at an embarrassing moment, e.g. during a class or in a meeting?

6B Music to my ears

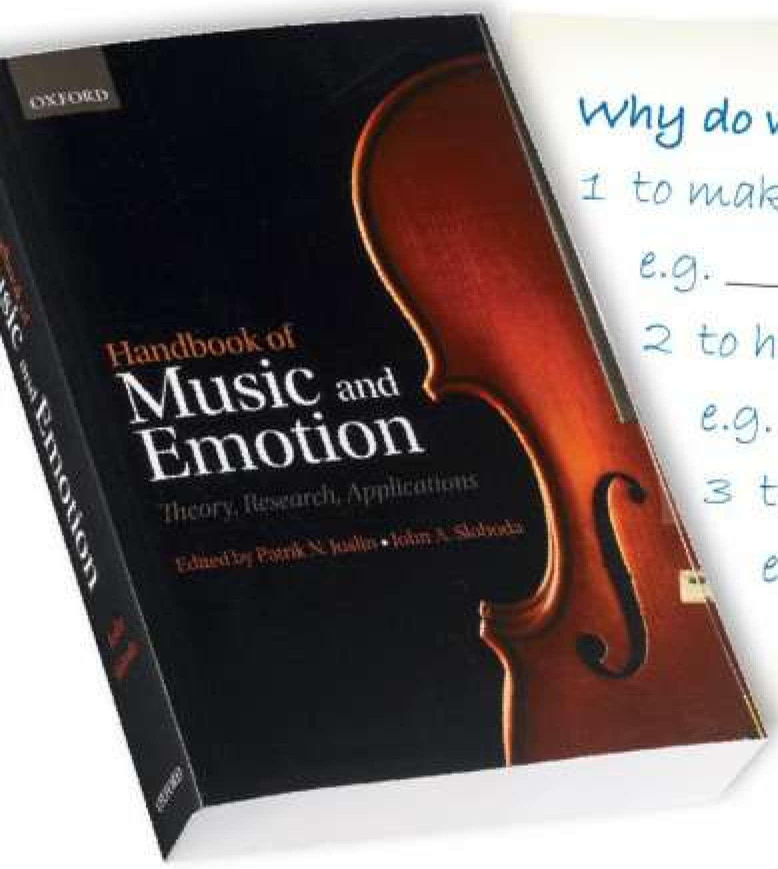
Music with dinner is an insult both to the cook and the violinist.
G.K. Chesterton, UK author

G gerunds and infinitives **V** music **P** words from other languages

1 LISTENING & SPEAKING

a On a typical day, do you listen to music? When and where? How? Do you listen to different kinds of music at different times of day? What makes you choose one kind of music over another?

b 6.10 Listen to Part 1 of a talk by John Sloboda, a music psychologist, about why we listen to music. Complete the reasons and examples 1–3 by writing key words or phrases.


OXFORD
Handbook of Music and Emotion
Theory, Research, Applications
Edited by Patrik N. Juslin • John A. Sloboda

Why do we listen to music?

1 to make us ______
e.g. ______

2 to help us to ______
e.g. ______

3 to intensify ______
e.g. ______

c Compare your notes with a partner, and try to remember more about what John said. Then listen again and add to your notes.

d Can you think of times when you listen to music for one of these three reasons? What kinds of music do you listen to?

e 6.11 Now listen to extracts from four pieces of music that John is going to mention in Part 2 of his talk. How do they make you feel?

1 the first movement of Beethoven's *Seventh Symphony*
2 *Mars*, from *The Planets*, by Holst
3 Albinoni's *Adagio for Strings*
4 the music from the Hitchcock film *Psycho*

f 6.12 Now listen to Part 2, where John explains why music can affect the way we feel. Complete the rest of the notes.

The human voice:

happy = people speak ______, the voice is ______
sad = people speak ______, the voice is ______
angry = people ______ their voices or ______

Music copies the human voice:

1 ______, ______-______ music sounds happy.
2 ______ music with ______ pitches sounds sad.
3 ______ music with ______ rhythms sounds angry.

Emotions related to pieces of music:

1 ______ = the Beethoven
2 ______ = the Holst
3 ______ = the Albinoni
4 ______ = the film music from Psycho

g Talk to a partner, and give reasons.

What music would you play…?

- if you were preparing to go out and feeling happy and excited about it
- if you wanted to create a romantic atmosphere
- if you were feeling furious about something or somebody
- if you were feeling stressed or nervous
- if you were feeling depressed

If I was feeling depressed, I'd play Someone Like You by Adele, because it makes me cry. It was my ex's favourite song…

2 GRAMMAR gerunds and infinitives

a Look at some extracts from the listening in **1b**. Put the verbs in brackets in the infinitive (with or without *to*) or the gerund (-*ing* form).

1 Firstly, we listen to music to make us ______ important moments in the past. (**remember**)
2 When we hear a certain piece of music, we remember ______ it for the first time… (**hear**)
3 If we want ______ from one activity to another, we often use music to help us ______ the change. (**go, make**)

b 6.13 Listen and check.

c Look at sentences 1 and 2. Match the meaning of *remember* to A and B.

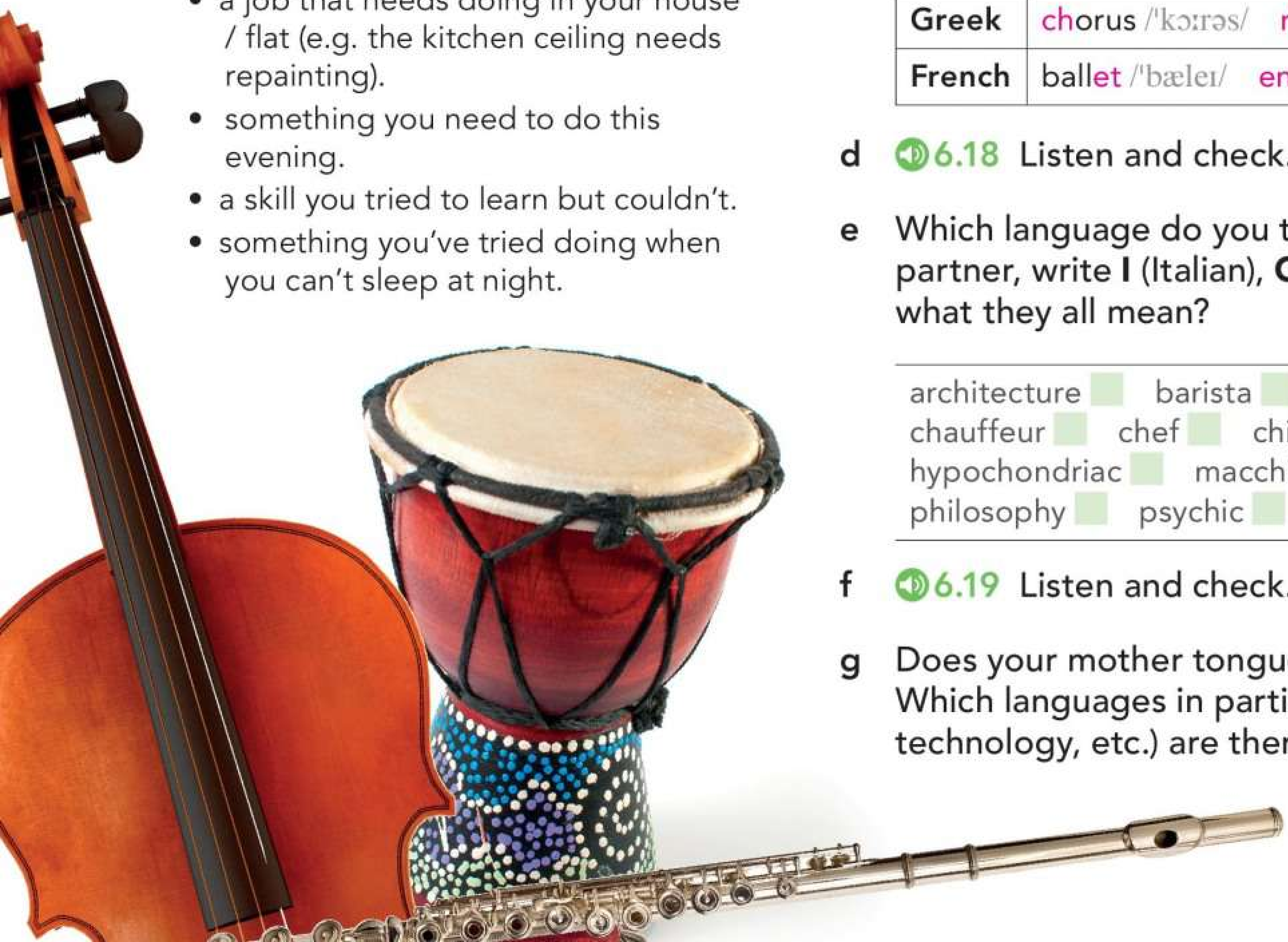
1 I **remember** meeting him for the first time.
2 Please **remember** to meet him at the station.

A ☐ to not forget to do sth; to do what you have to do
B ☐ to have or keep an image in your memory of sth you did or that happened in the past

d **G p.143 Grammar Bank 6B**

e Tell your partner about…

- a piece of music you'll never forget hearing for the first time.
- something you sometimes forget to do before you leave the house in the morning.
- something you remember doing before you were five years old.
- something you must remember to do today or this week.
- a job that needs doing in your house / flat (e.g. the kitchen ceiling needs repainting).
- something you need to do this evening.
- a skill you tried to learn but couldn't.
- something you've tried doing when you can't sleep at night.



3 VOCABULARY & PRONUNCIATION

music; words from other languages

a 6.16 Listen to some instruments and musicians and match them to a word in the lists.

instruments

☐ a bass guitar
☐ drums
☐ a keyboard
☐ a violin
☐ a cello
☐ a flute
☐ a saxophone

musicians

☐ a choir
☐ an orchestra
☐ a conductor
☐ a soprano

b 6.17 Listen and check. Practise saying the words. Then in pairs, try to add more words to the two groups. Can you play any of the instruments?

Foreign words that are used in English

English has 'borrowed' many words from other languages. In the field of music, many words come from Italian, Greek, and French. The English pronunciation is often similar to the pronunciation in the original language, e.g. *c* before *i* and *e* in words from Italian is /tʃ/, as in *cello* and *ciao*; and *ch* in words from Greek is /k/, as in *choir* and *orchestra*.

c In pairs, look at the 'borrowed' words below and try to say them. Underline the stressed syllable.

Borrowed from…	
Italian	concerto /kən'tʃeətəʊ/ mezzo-soprano /metsəʊ sə'prɑːnəʊ/
Greek	chorus /'kɔːrəs/ rhythm /'rɪðm/ symphony /'sɪmfəni/
French	ballet /'bæleɪ/ encore /'ɒŋkɔː/ genre /'ʒɒnrə/

d 6.18 Listen and check. How are the pink letters pronounced?

e Which language do you think these words come from? With a partner, write **I** (Italian), **G** (Greek), or **F** (French). Do you know what they all mean?

architecture ☐ barista ☐ bouquet ☐ cappuccino ☐
chauffeur ☐ chef ☐ chic ☐ croissant ☐ fiancé ☐ graffiti ☐
hypochondriac ☐ macchiato ☐ microphone ☐ paparazzi ☐
philosophy ☐ psychic ☐ psychologist ☐ villa ☐

f 6.19 Listen and check. Practise saying the words.

g Does your mother tongue borrow words from other languages? Which languages in particular? In which fields (music, food, technology, etc.) are there a lot of 'borrowed' words?

4 READING

a Do you normally listen to music when you're working or studying? What kinds of music?

b Quickly read an article about some research into music and work habits. Choose the best summary of the research findings.

1 Music helps you work better.
2 Choose the right music for the right task.
3 Classical music is best for creative thinking.

Music while you work?

Some prefer to work in silence. Others find playing their favourite tunes loudly helps them to be productive. Up till now, it has been a matter of personal preference. But recently, scientific research has uncovered that listening to music while you work ^{1}____ – although, it depends on ^{2}____.

A study by Simone Ritter, at Radboud University in the Netherlands, and Sam Ferguson, at the University of Technology in Sydney, Australia, looked at how ^{3}____, compared to working in silence. In their study, Ritter and Ferguson divided 155 volunteers into five groups, which were then given tasks to complete. Four of the groups did so while ^{4}____, such as Holst's *Mars* and Vivaldi's *Spring*. The fifth group worked in silence.

Their study found that happy music improved 'divergent thinking', which is all about creativity. However, they found that it had no impact on 'convergent thinking', which is all about problem solving. So, if you need to be creative with your work, then you should ^{5}____. But if you're trying to solve a problem, you're better off ^{6}____.

Adapted from The Telegraph

c Read the article again. Complete the gaps with phrases A–F.

A listening to classical music aimed at stimulating different moods
B can actually be beneficial
C put on some uplifting music to help get your brain working
D listening to various types of music affected different types of thinking
E opting for quiet solitude
F what you're trying to achieve

d Think about what you said in **a**. Would you now do anything different, based on the research?

e You're going to read what four doctors say about playing music while they work. First, look at the photo and answer the questions with a partner.

1 Do you think that doing an operation is more of a creative task or more of a problem-solving task?
2 What do you think might be the advantages and disadvantages of having music in the operating theatre?

f Now read what the doctors say. Did they mention any of the things you discussed in **e**? In a discussion between these four doctors, what would the general consensus be – music or no music while you work?

What doctors listen to in the operating theatre

RAMON TAHMASSEBI, ***orthopaedic surgeon***

If I play cool music, it puts me in a better mood and I perform better. You want something that will get you in the right frame of mind, but what you pick depends on the length and the complexity of the operation – I try to have some crowd-pleasers, some easy listening, some singalong tracks. Last week, I started a big, three-hour operation at 4 p.m., and the team was supposed to finish work at 5 p.m. But I had a playlist, and afterwards everyone told me they were having fun, so they didn't mind staying late.

SAFINA ALI, ***head and neck surgeon***

When you are operating, it is soothing and calming to have music. I listen to everything from hip-hop to classical. When I was training, I had to listen to Bruce Springsteen for ten hours at a time, because my boss loved him. My current boss likes to have classical music on, but we change it when he leaves. Most of the nurses are younger, so it's nice to have contemporary music like Taylor Swift, because you can talk about it. I prefer music to silence – it's too eerie; I feel like I am on my own.

SAMER NASHEF, ***cardiac surgeon***

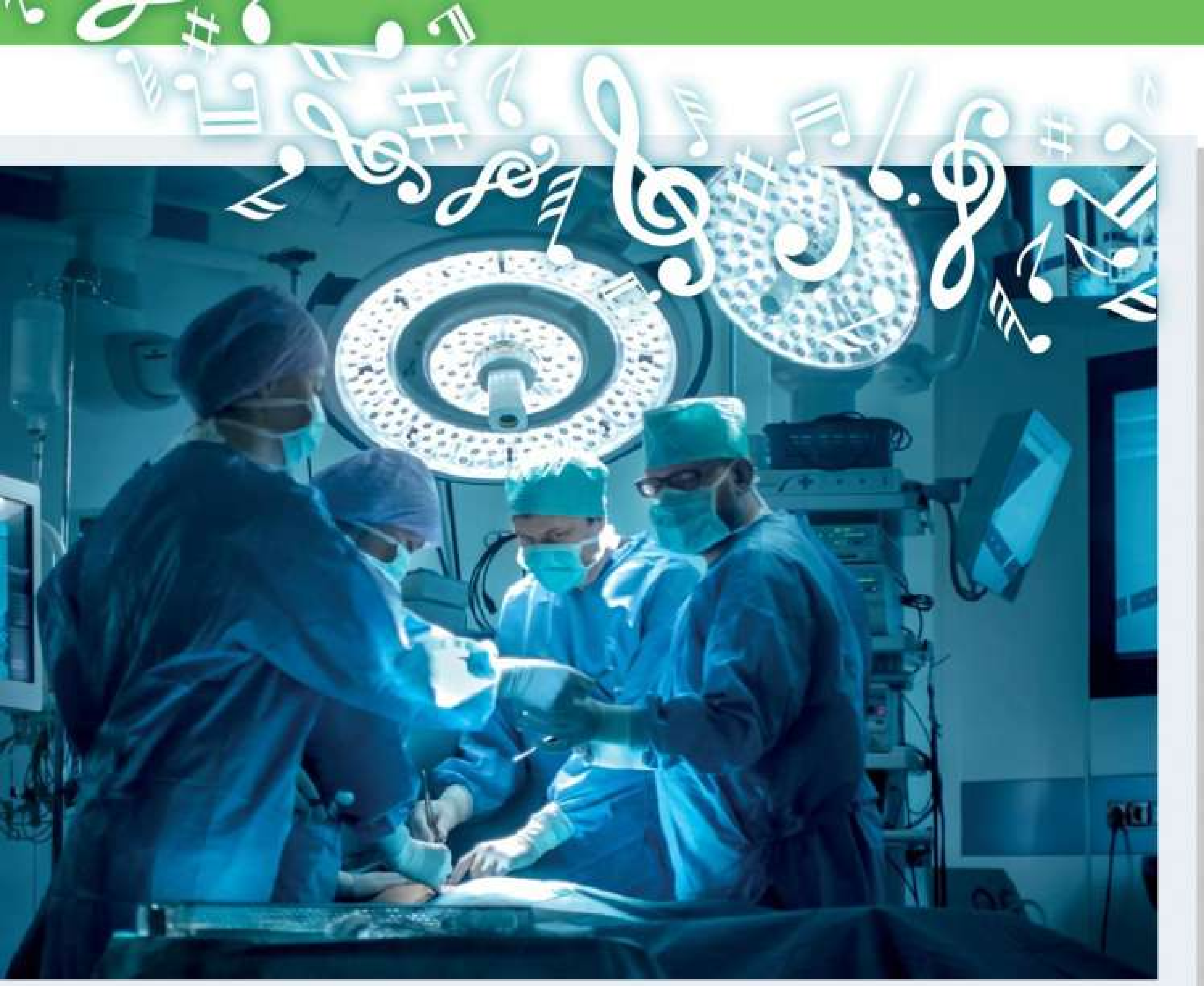
I never have music in the operating theatre. Firstly, it's almost impossible to find a genre that fits the musical tastes of the 12 or so people it takes to do a heart operation. Secondly,

g Read the article again. Write **RT**, **SA**, **SN**, or **GW**.

Who says that…?

1 ☐ it's very difficult to choose music that everyone likes
2 ☐ the choice of music depends on the type of operation
3 ☐ playing a variety of music tends to motivate the team
4 ☐ working in silence makes them feel alone
5 ☐ he / she sometimes switches off the music in the middle of an operation
6 ☐ his / her colleagues often choose the music
7 ☐ music gets in the way of doing the job well
8 ☐ he / she plays different music to suit different patients

h With a partner, create a playlist of five songs that would help you to do a creative group task.



music, if it's emotionally engaging, is distracting, and if it's bland lift music, it's irritating. The real reason, however, is communication. Those 12 people need to be able to talk to each other, to provide information, ask questions, hear the answers, and act – any extraneous noise interferes with that.

GABRIEL WESTON, ***skin cancer surgeon***

I do surgery on people's faces using local anaesthetic, and they're awake during the operation. So I use music to get them to relax. Broadly, older people prefer classical and younger people prefer pop. I think it's sensible to let them know you care about their feelings. If there is a point when things get serious, you turn the music off. But in planned operations, there are long stretches when you're doing something you've done many times, but it still requires meticulousness, and music is good for this.

Adapted from The Guardian

5 SPEAKING

Work in small groups. Discuss the statements below. Do you agree? Why (not)?

The music that means the most to you is the music you listen to as a teenager.

When music is sung, the lyrics are as important as the music.

You always enjoy music more when you listen to it live.

The best decade for pop music was the 70s.

People who listen to classical music are generally more intelligent.

People who go to music festivals don't really go to listen to the music.

Most young people nowadays are not interested in opera and classical music.

All schoolchildren should be taught to play a musical instrument.

Anyone can learn to sing.

6 VIDEO LISTENING

a Watch an interview with pianist Isata Kanneh-Mason. What is unusual about her family? Why does the interviewer say that the future looks bright for the Kanneh-Mason children?

b Watch the interview again and answer the questions.

1 How did she first get interested in classical music?
2 What happened to her when she was 17?
3 What is her position in the family?
4 What instrument does her brother Sheku play, and how has he been successful?
5 What kind of relationship do the siblings have?
6 What sacrifices did Isata and her siblings make when they were growing up, and how did they feel about it?
7 What is Isata's main reason for choosing a piece of music, and why?
8 What does she mean when she says 'I'm just so lucky that my escape is what I do'?

c Do you know any very musical people or families, or a family where they are mostly interested in or good at the same thing?

5&6 Revise and Check

GRAMMAR

a Complete the second sentence so that it means the same as the first.

1 They escaped from the jungle because they found the river.
They wouldn't have escaped from the jungle if they __________ __________ the river.

2 I can't go to dance classes because I work in the evening.
I would be able to go to dance classes if I __________ __________ in the evening.

3 We went to that restaurant because you recommended it.
We __________ __________ __________ to that restaurant if you hadn't recommended it.

4 Marta goes to bed late, so she's always tired in the morning.
If Marta didn't go to bed late, she __________ __________ so tired in the morning.

5 It's a pity I can't speak French.
I wish __________ __________ __________ French.

6 I regret not learning to play the piano when I was younger.
I wish I __________ __________ __________ __________ the piano when I was younger.

7 I hate seeing your dirty clothes on the floor.
I wish __________ __________ __________ your dirty clothes on the floor.

8 After living in London for a year I still find driving on the left difficult.
After living in London for a year I still can't get __________ __________ __________ on the left.

9 My hair was very long when I was a child.
When I was a child, I used __________ __________ very long hair.

10 I get up very early, but it's not a problem for me now.
I'm used __________ __________ __________ very early.

b Complete the sentences with the correct form of the **bold** verb.

1 I don't remember __________ you before. **meet**

2 My hair needs __________. I'm going to book an appointment at the hairdresser's. **cut**

3 We managed __________ to the airport on time. **get**

4 Please try __________ late tomorrow. **not be**

5 My sister isn't used to __________ in such a big company. She was self-employed until recently. **work**

VOCABULARY

a Complete the sentences with an adjective expressing a feeling.

1 Our son played brilliantly in the concert! We felt very pr__________.

2 I'm feeling a bit h__________. I really miss my family.

3 Thanks for lending me the money. I'm very gr__________.

4 I shouldn't have bought that bag – it was so expensive. Now I feel really g__________.

5 When I heard that I'd won the prize I was completely st__________. I couldn't say anything!

b Complete the sentences with the correct form of the **bold** word.

1 That walk was __________. I need a good rest now. **exhaust**

2 I was really __________ when I read Tim's email. **shock**

3 You really __________ me at the party last night! **embarrass**

4 It's very __________ when you think that you are going to miss your flight. **stress**

5 It __________ me when people who don't know me use my first name. **annoy**

6 Last night's concert was really __________. The orchestra didn't play well at all. **disappoint**

7 It always __________ me that people actually enjoy doing risky sports. **amaze**

8 We were __________ when we heard the news. **horrify**

9 What you said to Ruth was rather __________. I think you should apologize. **offend**

10 It was an incredibly __________ film! **scare**

c Complete the missing words.

1 Could I have an extra p__________ for my bed, please?

2 My husband says I sn__________ really loudly at night.

3 I didn't sleep last night, so I'm going to have a n__________ now.

4 Last night I had a horrible n__________. I dreamt that I was lost in the jungle.

5 Don't forget to s__________ the alarm for tomorrow morning.

d Write the words for the definitions.

1 __________ the person who directs an orchestra

2 __________ a group of people who sing together

3 __________ a stringed instrument that you hold between your knees

4 __________ a woman who sings with a very high voice

5 __________ an electronic musical instrument, like a piano

PRONUNCIATION

a Circle the word with a different sound.

1	iː	sleepy delighted relieved keyboard	4	z	raise miserable lose homesick
2	ɑː	alarm yawn soprano guitar	5	k	orchestra chorus psychology chic
3	s	loose place eyes course			

b Underline the main stressed syllable.

1 ab|so|lute|ly
2 de|va|sta|ted
3 in|fu|ri|a|ting
4 in|som|ni|a
5 sleep|walk

CAN YOU understand this text?

a Read the article once. According to Dr Breus, what kinds of music should you listen to before going to sleep?

b Read the article again and choose the best words to fill the gaps.

1 a after b while c between
2 a effective b affectionate c harmful
3 a active b relaxed c alert
4 a adjust b increase c stop
5 a pride b excitement c boredom
6 a advise b forbid c order
7 a last b first c next
8 a possibly b likely c probably
9 a deeper b comfortable c uncomfortable
10 a as b because c if

CAN YOU understand these people?

6.20 Watch or listen and choose a, b, or c.

1 Christopher

2 Lemuel

3 Mary

4 Martina

1 If Christopher was left alone on a desert island, he thinks ____.
a he would survive well because he was a boy scout
b he wouldn't worry too much about being rescued
c he would have an idea from films about what to do

2 Lemuel finds it annoying when other people ____.
a talk during lectures
b don't walk fast enough in the street
c bite their nails

3 Mary sometimes has problems sleeping when ____.
a she's feeling depressed
b her bedroom is too warm
c she's been reading an exciting book

4 Martina likes listening to country music to help her to ____.
a wake up
b feel more energized
c relax in the evening

How you can use music to sleep better

by Dr Michael Breus

Music is a regular fixture in my daily life. I listen to music to keep motivated [1]__________ I exercise or work, to relax me when I travel, and to unwind before bed. It's especially [2]__________ on nights when I'm feeling tense.

Slow beats are best. The body and brain are highly responsive to music, including its rhythm and tempo. Use up-tempo songs to get you moving in the morning, or to keep you [3]__________ on a long drive. To move your body into sleep mode, use songs that have a rhythm of about 60–80 beats per minute – you can find lots of examples on YouTube. Your heart rate will [4]__________ to match these slower beats, and your breathing will slow down, putting you closer to a sleeping state.

Avoid emotional triggers. Don't listen to music that makes you feel strong emotions, whether sadness or [5]__________. These are not the songs you want to listen to at bedtime.

Go lyric-free. Lyrics can be mentally stimulating. I [6]__________ my patients to choose music without words at bedtime. Give the cognitive centres of your brain a rest, rather than lighting them up.

Be consistent. Research suggests that the beneficial effects of music for sleep get stronger over time. If you're stressed out in the evenings, your new music routine might not make an immediate difference in the [7]__________ few nights. Stick with it for a few weeks, and you'll find the soothing effects become stronger.

Don't ignore the rest of your sleep environment. If you're playing a Bach sonata in a room blazing with lights, or looking at a computer screen, you're not [8]__________ to benefit from the sleep-inducing effects of the background music. Make sure your nightly routine and environment is soothing, calm, and dimly lit.

Don't fall asleep with earphones. If you want to listen to music as you fall asleep, that's fine. But don't use earphones, which can make sleep [9]__________ and damage your ear canal.

Pay attention to how you feel. We all react differently to songs and find different meaning within them. Classical music is often used in studies, and is a popular choice for bedtime listening. But [10]__________ it's not your thing, that's fine. Try jazz, or new age, or folk music. Whatever makes you feel calm and puts your body and mind in a restful mode is the right choice for you.

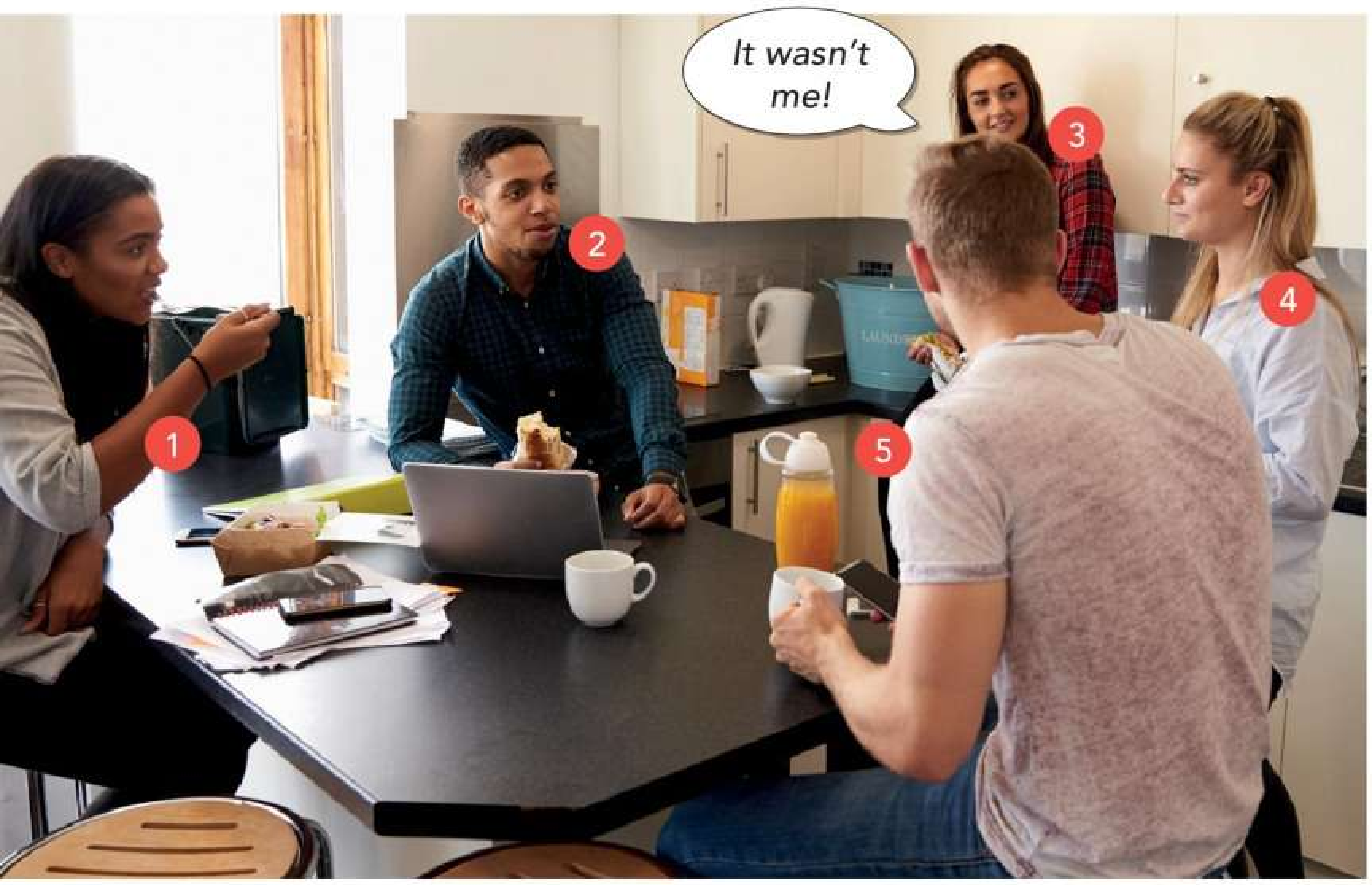
Adapted from a health website

7A Let's not argue

Don't raise your voice, improve your argument.
Desmond Tutu, Nobel Peace Laureate

G past modals: *must have*, etc., *would rather* **V** verbs often confused **P** weak form of *have*

1 GRAMMAR past modals: *must have*, etc.



a Look at the photo. With a partner, predict who the people are, where they are, and what they are arguing about. Use *could be*, *can't be*, and *must be*.

They can't be a family, because… They must be…

b 7.1 Listen and check. Who is the 'guilty' person in the photo?

c 7.2 Listen to some extracts from the conversation again and complete them with *could have*, *might have*, *must have*, *can't have*, or *should have*.

1 You __________ __________ finished it.
2 One of you __________ __________ used it.
3 It __________ __________ been me.
4 __________ you __________ drunk it last night…?
5 Someone __________ __________ given it to the cat.
6 …you __________ __________ put your name on it.

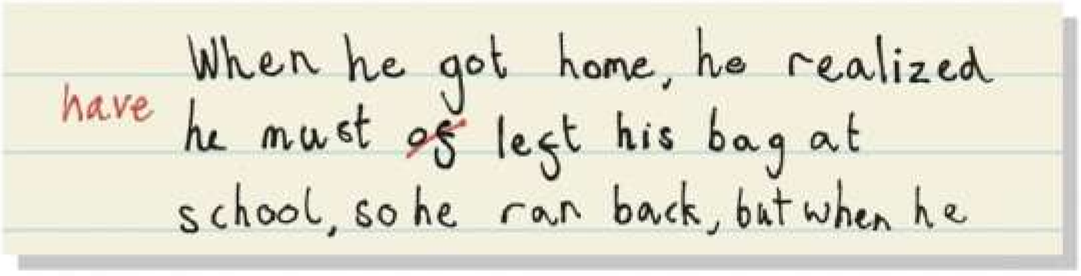
d Look at the gapped phrases 1–6 in **c** and think about what they mean. Then with a partner, match them to meanings A–D. Write the number in the box before each phrase.

Which phrase (or phrases) means you think…?

A ☐ ☐ it's very probable (or almost certain) that something happened or somebody did something
B ☐ ☐ it's possible that something happened or somebody did something
C ☐ it's impossible that something happened or somebody did something
D ☐ somebody didn't do the right thing

e **G p.144 Grammar Bank 7A**

2 PRONUNCIATION weak form of *have*



have

When he got home, he realized he must ~~of~~ left his bag at school, so he ran back, but when he

a Look at an extract from a British child's homework above. Why do you think the child made that mistake?

Weak form of *have*

When *have* is an auxiliary verb, it is usually contracted in spoken English, e.g. *I've*, *you've*. If it's not contracted, it's pronounced /əv/, e.g. after a modal verb. The pronunciation is exactly the same as the weak form of *of*.

b 7.5 Now listen to six sentences with past modals and repeat.

c 7.6 Listen and write six sentences with either *have* or *of*.

d In pairs, read the conversations and complete **B**'s responses with your own ideas (for responses 5–8 you also need to use *must have*, *might have*, *should have*, or *can't have*). Then practise the conversations.

1 **A** It was my birthday yesterday!
B You should have *told me*.
2 **A** I can't find my phone anywhere.
B You must have ______________.
3 **A** I definitely said we were meeting them at 7.00.
B They may have ______________.
4 **A** I'm so tired. I can't keep my eyes open.
B You shouldn't have ______________.
5 **A** I failed my piano exam.
B ______________.
6 **A** Why do you think Fiona and Brian broke up?
B ______________.
7 **A** Alberto didn't come to class yesterday.
B ______________.
8 **A** We're going to be late. There's so much traffic.
B ______________.

3 READING & SPEAKING

a Imagine four young people in their 20s are sharing a flat. Which of the things in the list do you think cause the most arguments? Number them 1–5.

☐ food ☐ housework ☐ money
☐ noise ☐ visitors

b Read an article for students about typical arguments in a shared house. What two categories are mentioned that are not in the list in **a**?

c Read the problems again. Then complete the article with solutions A–H.

A Don't pay in your share, either, and wait until the wi-fi gets cut off. Then suddenly, everyone will pay.
B Before you move in, get everyone to write their name on a piece of paper, and put them in a hat. The first person to be picked chooses first.
C Encourage everyone to have a go. Don't criticize other people's attempts. Try to help them improve.
D Get some ear plugs. Wax ones are the best.
E Have a rota for all jobs, including washing-up, drying, cleaning, and tidying.
F If you often need to get ready at similar times, take turns to go first.
G Make sure everyone has their own fridge shelf space and cupboard space.
H Suggest that if they are going to stay over often, then maybe they should contribute to rent / bills.

d Talk to a partner.

1 Look at the two solutions to each problem. Which one do you think is better? Can you suggest any other solutions?
2 Which problem would you find the most annoying? Have you ever had to deal with any of these problems yourself? What did you do?

Glossary

the direct debit 'bounced' a bill that was supposed to be paid automatically through the bank wasn't paid because there wasn't enough money in the account

Classic student house arguments – and how to avoid them

Living in a shared student house can be one of university's greatest pleasures, but arguments will happen. What are the solutions?

Who gets the biggest room when moving in? There's always one housemate who is convinced they have the right to the biggest room.

Solutions:
- Adjust the rent, so that the person with the biggest room pays more.
- 1 ☐

The mess in the kitchen You come home from a long day at uni and can't get to the sink because of the enormous pile of pots and pans.

Solutions:
- Establish the 30-minute rule – nothing stays unwashed for over 30 minutes.
- 2 ☐

The housemate whose boyfriend / girlfriend spends more time in your house than their own They definitely do not live at your house, but you see them more than some of your housemates. And they use the electricity, the water, the wi-fi...

Solutions:
- Explain why it's annoying. It isn't personal, but with them there, there's less space for the rest of you.
- 3 ☐

How to pay and split the bills The joint account seemed like a good idea until some people's money stopped going in, and the direct debit 'bounced' (incurring a charge), and the electricity bill, which was enormous, was forgotten about (another charge), and someone has gone to South America for three months.

Solutions:
- Get everyone to put in more money than will be needed in the account – then later pay the excess back (this is a good way of keeping a little extra cash in reserve, too).
- 4 ☐

Taking too long in the bathroom What are they doing in there?

Solutions:
- Have a kind word about the fact that there's only one bathroom.
- 5 ☐

When they come in at 3 a.m., waking everybody up the night before an exam.

Solutions:
- Make sure your housemates know if you have to be up early for something. Likewise, let them know if you intend to be back late.
- 6 ☐

Food stealing, 'borrowing' clothes, etc. 'It was just there, so I took it.'

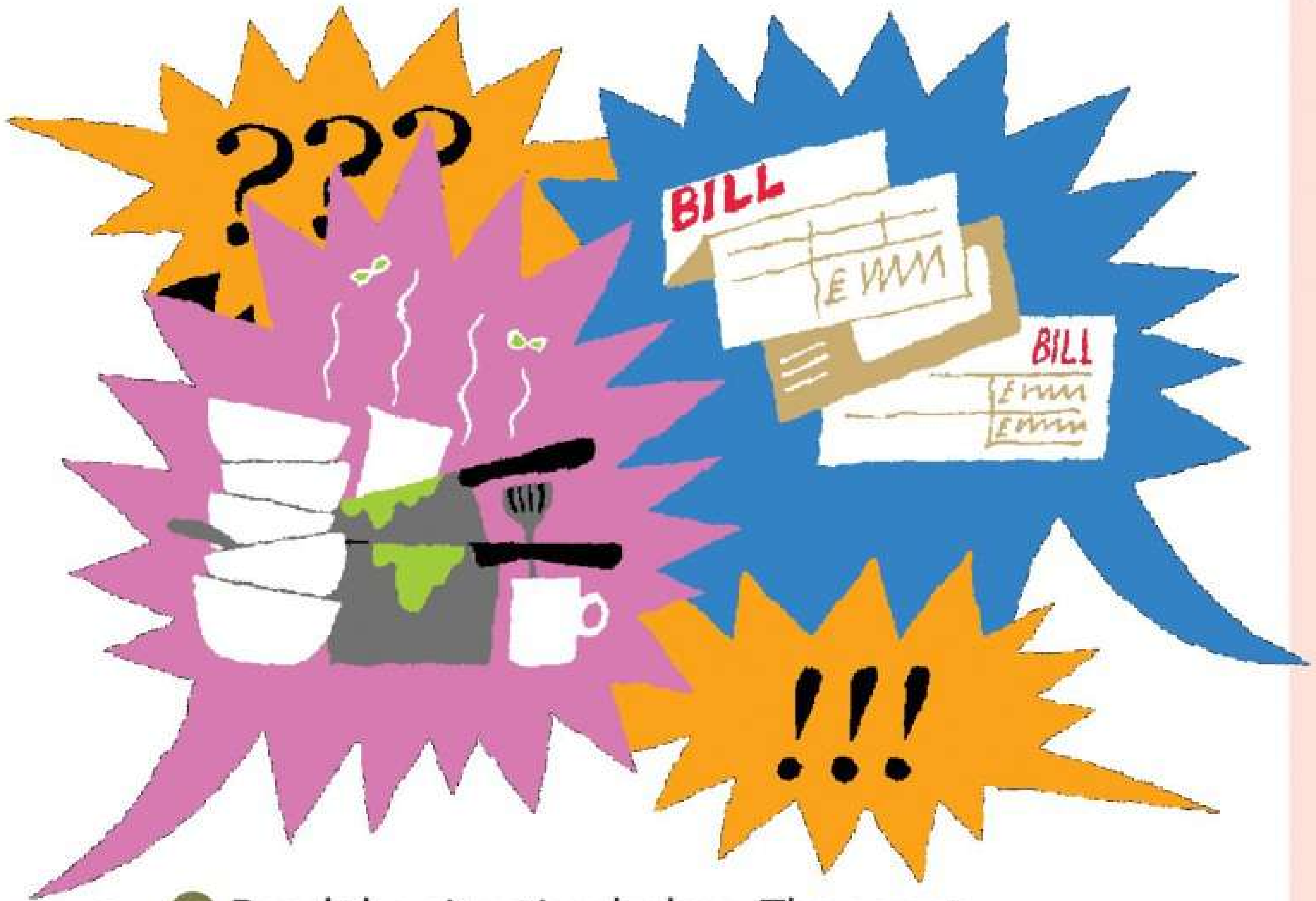
Solutions:
- Label your stuff, so that it's obvious what's yours.
- 7 ☐

Who can't cook, who won't cook? Why is it always you who's left alone to make dinner in the evening? How come as soon as you've finished, everyone suddenly appears?

Solutions:
- Draw up a cooking rota, so you know whose turn it is.
- 8 ☐

Adapted from The Independent

4 LISTENING & SPEAKING



a Ⓒ Read the situation below. Then go to **Communication** Argument! **A p.109 B p.113** Role-play an argument.

You share a flat with someone you didn't know before. At first, you got on really well, but recently there have been several things that have been annoying you, which you've both avoided talking about. Now you think the time has come to have a talk about them.

b **7.7** Listen to a psychologist giving some tips about how to argue better. Which two general points does she make?

1 ☐ Never avoid an argument by refusing to talk.
2 ☐ Try to avoid having an argument in the first place.
3 ☐ It isn't a bad thing to argue from time to time.
4 ☐ Always involve another person to mediate.

c Listen again. Tick (✓) the ones you should say and cross (✗) the ones you shouldn't. Why are they right or wrong?

1 ☐ 'Look, you're not doing your share of the housework.'
2 ☐ 'I think we should have another look at how we divide up the housework.'
3 ☐ 'Sorry, it was my fault.'
4 ☐ 'You always forget our wedding anniversary.'
5 ☐ 'I didn't mean to shout. I'd rather we didn't argue, but this is very important to me.'
6 ☐ 'And another thing: I was really disappointed with my birthday present.'
7 ☐ 'I'd rather talk about this tomorrow, when we've both calmed down.'

d Look at the things in **c** that the psychologist recommends you should say in an argument. Then do the **Communication** activity in **a** again, with a new partner. Try to follow the psychologist's advice.

e **Grammar in context** *would rather*

1 *Listen, I'd rather talk about this tomorrow, when we've both calmed down.*
2 *I'd rather we didn't argue, but this is very important to me.*

1 We use *would rather* with the infinitive without *to* to talk about present / future preferences, as an alternative to *would prefer to*.

I'd rather go on holiday in July than August.
Would you rather stay in or go out tonight?
I'd rather not go out tonight. I'm really tired.
NOT ~~*I'd not rather*~~.

2 We can also use *would rather* + person + past tense to talk about what we would like another person to do, as an alternative to *I would prefer it if...*, e.g. *I'd rather you came on Saturday; I'm a bit busy on Friday. I'd rather you didn't smoke in here, if you don't mind.*

Rewrite the highlighted phrases using *would rather.*

1 I'd prefer to go to the cinema than to a club.
2 I'd prefer not to go to the party if my ex is going to be there.
3 Would you prefer to meet on Thursday morning or afternoon?
4 I'd prefer it if you didn't take photos.
5 I'd prefer it if your parents stayed in a hotel and not with us.

f Work in pairs. Look at the options and take turns to ask and answer. Say why.

Would you rather...?
1 live on your own or share a flat with friends
2 do an English course in London or New York
3 have a summer holiday or a winter holiday
4 stay up very late or get up very early
5 go to a concert or a sporting event

5 VOCABULARY verbs often confused

a **7.8** Listen to six short extracts. What's happening? Use a verb from the list.

advise argue deny discuss refuse warn

1 *He's denying something.*

b Ⓥ **p.158 Vocabulary Bank** Verbs often confused

c Complete the questions with the correct verb from each pair, in the right form. Then ask and answer with a partner.

1 Do you __________ if people are a bit late when you have arranged to meet them, or do you think it doesn't __________? **matter** / **mind**
2 Can you usually __________ family birthdays, or do you need somebody to __________ you? **remember** / **remind**
3 Have you ever been __________ when you were on holiday? What was __________? **rob** / **steal**
4 What would you __________ people to do if they want to come to your country in the summer? What might you __________ them to be careful about? **advise** / **warn**
5 Do you think taking vitamin C helps to __________ colds? What other things can people do to __________ catching colds? **avoid** / **prevent**
6 Do you ever __________ clothes from friends or family? Have you ever __________ clothes to someone which they then ruined? **borrow** / **lend**
7 Have you ever __________ a cup or medal for anything? Are there any games or sports where you absolutely hate being __________? **beat** / **win**

6 READING & WRITING

a Read the article once. Which of the tips do you think could also apply to a face-to-face argument? Which do you think are the most important?

b Look at some examples of posts on ChangeMyView. Which advice in the article could you use to improve the highlighted phrases? What could you change them to?

1 You must be crazy! Everybody knows that it will never be possible to completely eradicate plastic.

2 According to my mother, children who grow up bilingual find it easier to learn a third language.

3 You're completely wrong to say that all young people are addicted to technology.

c Work in groups of four. Each take one of the arguments below, and write a response arguing either for or against the statement.

1 Private schools and hospitals should be abolished.
2 The best way to save the planet is to become a vegan.
3 It's impossible to like the works of an artist or musician if you think they were bad people.
4 People should not be allowed to inherit money or property from their parents.

d Pass your paper to the next person in the group, and continue the thread. When you have all responded to each statement, read all the comments on each one. Who do you think argued most effectively, and why?

Glossary

thread a series of connected messages on a message board on the internet which have been sent by different people, e.g. *a Twitter ~*

How to win an online argument

When it comes to arguing face-to-face, many people use persuasive intonation or facial expressions to help win the argument. However, these are no use when you want to argue your case online. A recent study of comment threads on online forums has found that some words are more effective than others and that using numbers makes you more persuasive. Lillian Lee and her PhD students at Cornell University analysed almost two years of posts made on the forum site ChangeMyView, a website where users invite others to challenge their views and present alternative opinions.

The best ways to win an argument

Get your timing right Typically, the first person to reply to the thread has a greater chance of changing the view of the original poster (OP) than someone who joins the debate later on.

Use alternative terminology Use words that are different from those used in the post. For example, if discussing climate change, describing it as *global warming* in a reply makes more of an impact than using the same terminology as the OP.

Be polite The study suggests that swearing or using aggressive terms instantly makes your argument less effective.

Think about length Longer replies in general tend to be seen as more persuasive.

Use evidence Using numbers, statistics, and examples to back up opinions makes people sound more convincing. The same is true of links to examples and outside sources.

Show consideration for other's opinions Phrases like 'It could be the case that…' or 'It may be true that…' show that you are open to other points of view. Although this sounds like it might signal a weaker argument, the researchers said it may make your argument easier to accept, by softening its tone.

Check the language in the original post Personal pronouns, such as *I*, suggest that a person is more open-minded to persuasion, whereas *we* and *us* suggest they are more stubborn. Stubborn people also use more emotive language and use decisive words such as *certain*, *nothing*, and *best*.

Know when to give up Finally, the researchers found that after four or five 'back-and-forth' posts have been made, the chances of changing someone's opinion significantly drops.

Adapted from the Daily Mail

7B It's all an act

> Botox should be banned for actors…Acting is all about expression; why would you want to iron out a frown?
> *Rachel Weisz, UK actress*

G verbs of the senses **V** the body **P** silent consonants

1 GRAMMAR verbs of the senses

a Look at the adjectives for feelings in the list. In pairs, take turns to mime one of them for your partner to guess. You can only use your face and hands.

astonished embarrassed disappointed shocked miserable scared stiff

b Look at the film still of Keira Knightley. What kind of film do you think it is? In pairs, focus on her expression and body language and choose a, b, or c to complete sentences 1–3 below.

1 She **looks like**…
  a the daughter of a rich family.
  b a servant who has dressed up in her mistress's clothes.
  c a singer who is about to perform.
2 She **looks**…
  a nervous.
  b embarrassed.
  c miserable.
3 She **looks as if**…
  a she's just broken off a relationship.
  b she's running away from someone she dislikes.
  c she's unsure about what to do.

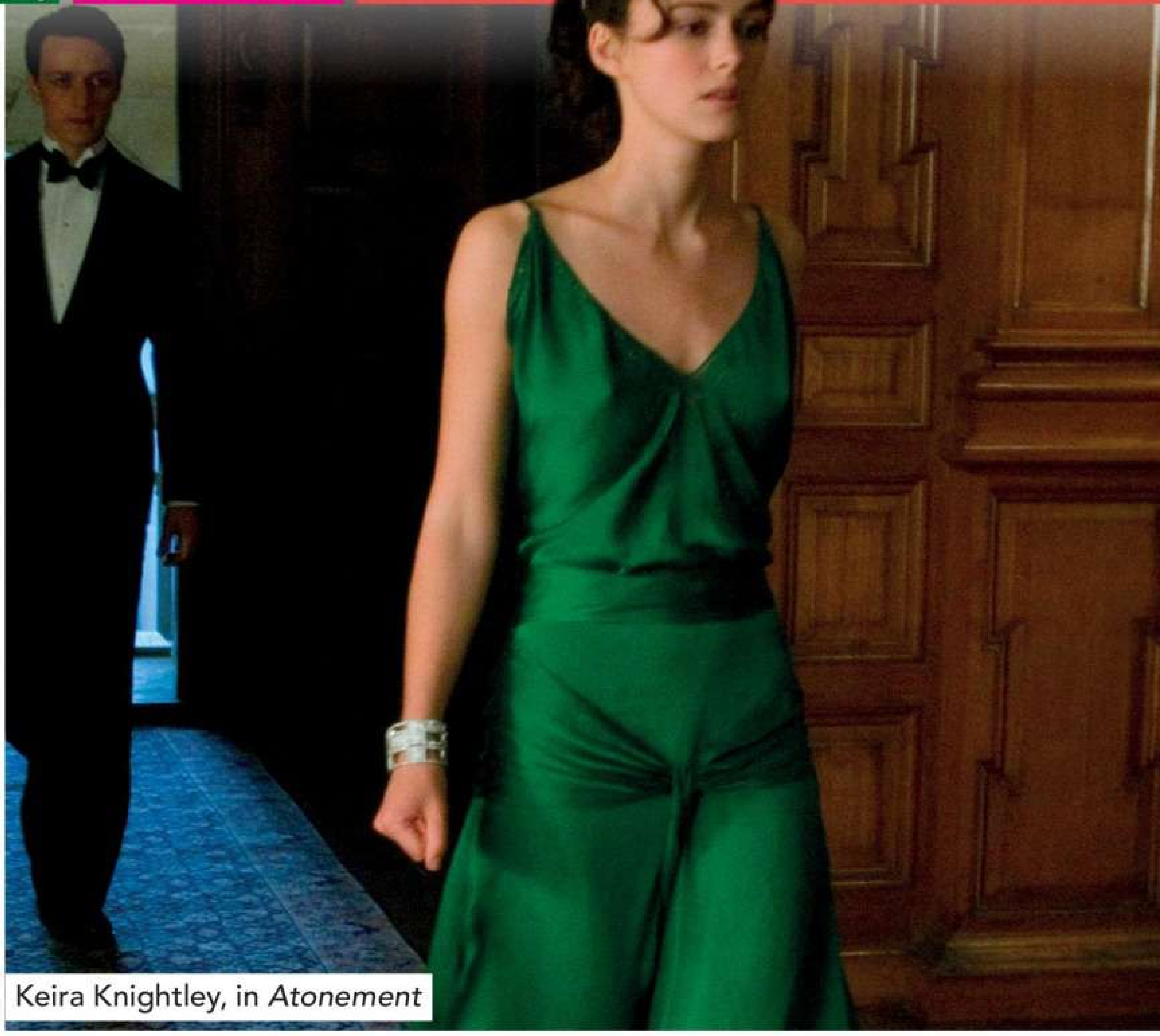
c 🔊7.10 Now listen to a film critic describing what's happening in the scene. Check your ideas in **b**.

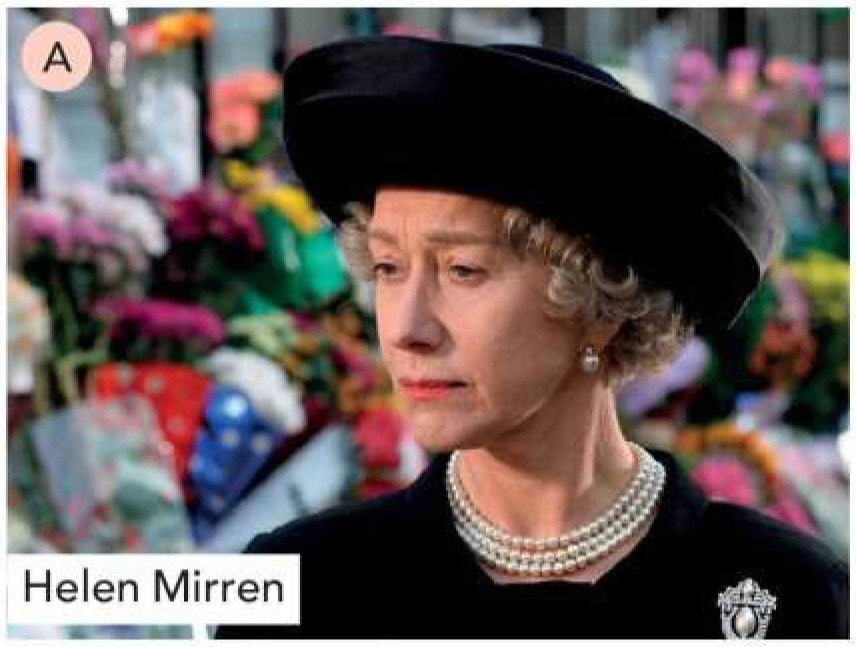
d Look again at the sentences in **b**. What kinds of words or phrases do you use after *looks*, *looks like*, and *looks as if*?

e **G p.145 Grammar Bank 7B**

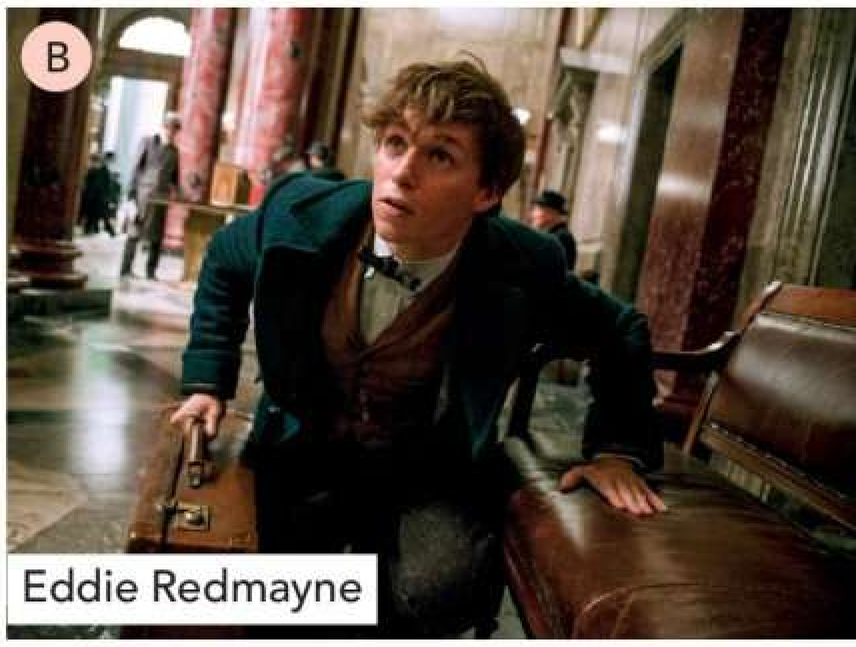
f Look at four more film stills. With a partner, decide which of the film types they belong to. Do you know anything about any of the films?

comedy fantasy historical drama horror

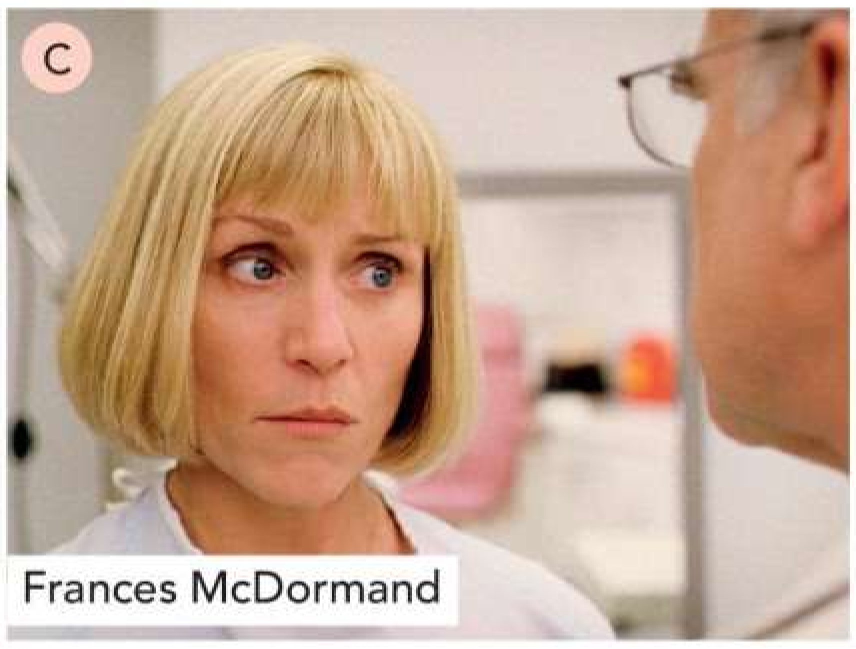

Keira Knightley, in *Atonement*



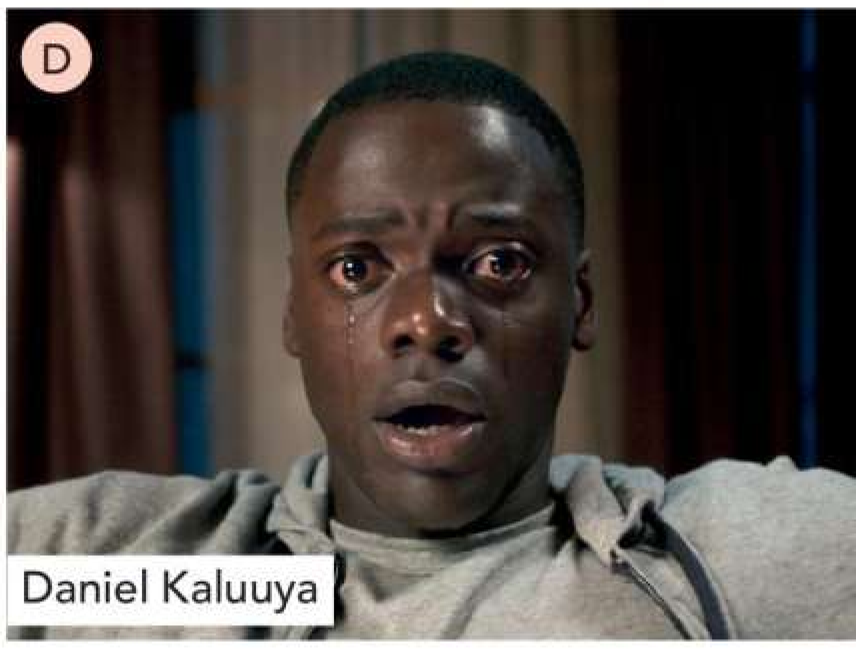
Helen Mirren



Eddie Redmayne



Frances McDormand



Daniel Kaluuya

g Now look carefully at their expressions and body language, and describe:

1 who you think the character is (using *look like* + noun).
2 how you think he / she is feeling (using *looks* + adjective).
3 what you think is happening (using *look as if* + clause).

h 7.12 Listen to the film critics and check your answers to **f** and **g**. Did you guess correctly?

i 7.13 Listen to these sounds. What do you think is happening? Use *It sounds as if…* or *It sounds like…*

I think it sounds as if they've…

j **Communication** Guess what it is **A p.109 B p.113** Describe objects for your partner to identify using *looks*, *feels*, *smells*, or *tastes* + adjective, or *like* + noun.

2 READING & LISTENING

a Have you ever acted in a play or film / video? Where and when? What was your role? Did you enjoy it?

b Read the first paragraph, the introduction to an article. What is the best way to do the exercises?

How to improve your acting skills

Being an actor means having a lot of 'waiting time', for example, when you're off set during a film, not on stage in a play, or between jobs. One way to carry on practising and improving is to do some exercises and games which will develop your acting skills. Some of these can be done by yourself, but many are more fun in groups. Most of these techniques, acting games, and exercises were created by drama teachers, and are used in drama schools. They can also benefit you in everyday life, especially with communication skills.

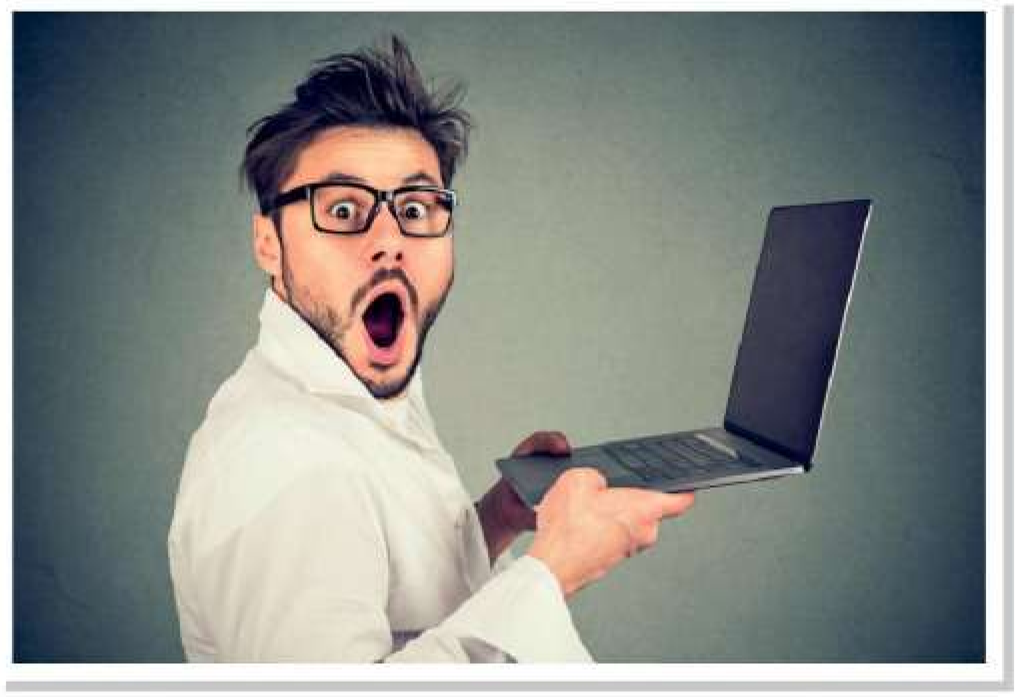
Exercise 1 Developing your imagination

This exercise is aimed at developing your imagination, which is one of the most important components of an actor's success. In order for the audience to believe your acting, it's you who has to believe first that the life of your character is real. And to do that, you need to be able to build a small world of your character's life in your mind. Even just for one scene, you have to come up with answers for why you are doing what you are doing, why it is that way, etc.

The exercise is best done in a group. Look at an image of a person showing an emotion, e.g. smiling. Then between you, try to think of all the possible reasons why the person might be smiling, for example, he looks as if he might be remembering a funny film, or he might have just booked a holiday abroad.

Adapted from the Acting in London website

c Now read the instructions for the first exercise, **Developing your imagination**. Then do it in groups of 4–5, using the photograph below.



d 7.14 Look at the names of three more exercises. Listen to a drama teacher explaining the exercises to his students. Which exercise is to help with…?

☐ paying attention to details
☐ showing emotions
☐ using body language

Exercise 2 Stroking an animal

Think of 1 ____________________.

Then 2 ____________________.

Now 3 ____________________.

Exercise 3 What were they wearing?

One person 4 ____________________.

Sit 5 ____________________ and focus on 6 ____________________.

After three minutes, 7 ____________________ unless 8 ____________________.

Then the host 9 ____________________.

Exercise 4 The 'magic' image

Choose 10 ____________________, e.g. 11 ____________________, and write down 12 ____________________.

Show 13 ____________________ to other people in the group. Choose no more than 14 ____________________.

When you have 15 ____________________, think of 16 ____________________.

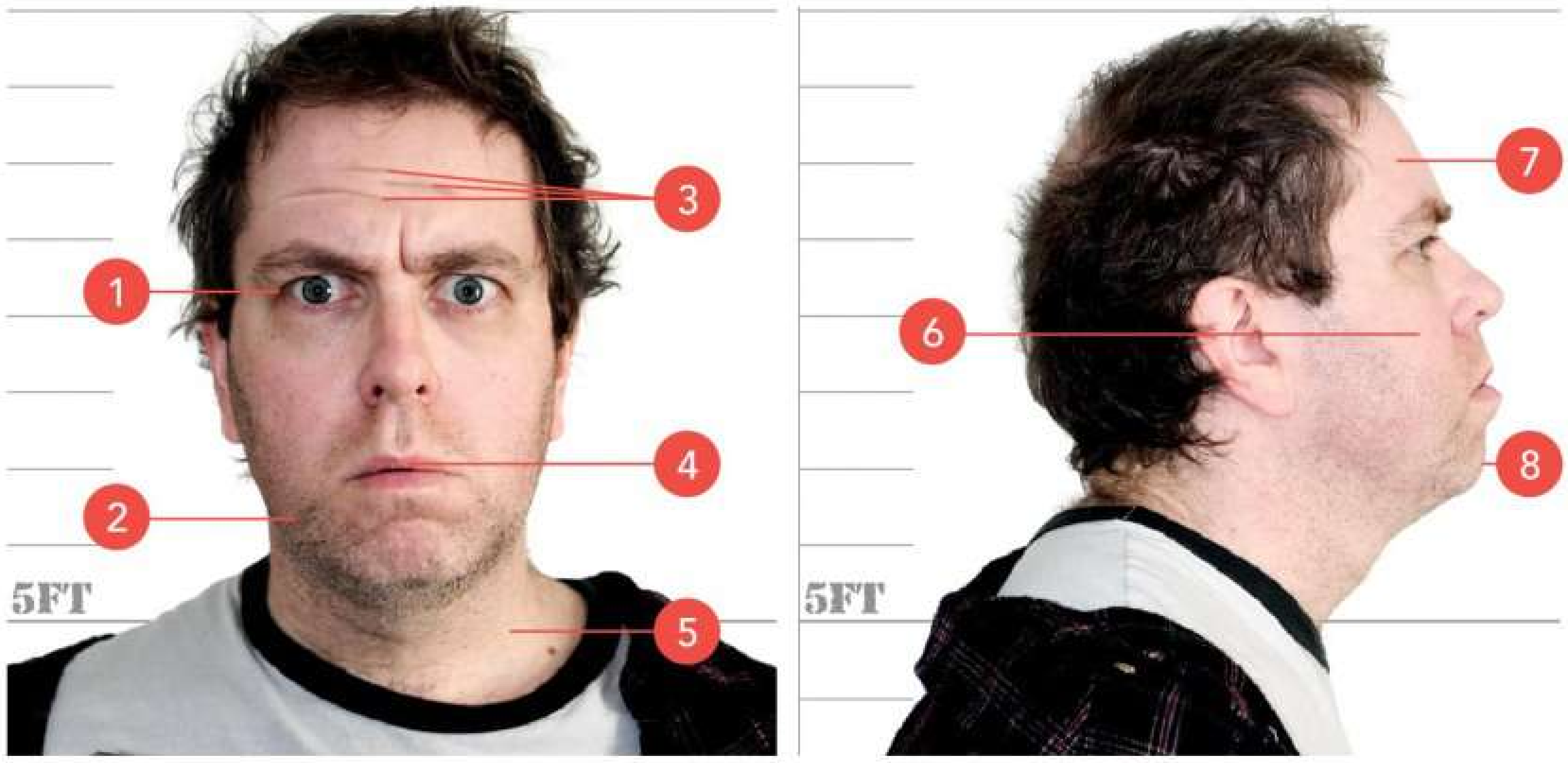
Then create 17 ____________________ that combines 18 ____________________.

e Listen again and complete the instructions. Then compare with a partner and add anything you missed.

f Now, in your same groups, do the three exercises.

3 VOCABULARY & SPEAKING the body

a Look at the photos. Where do you think they were taken? What emotion do you think he is showing?



b Look at the photos and match the words in the list with 1–8.

☐ cheek 8 chin ☐ eye ☐ forehead
☐ lips ☐ neck ☐ stubble ☐ wrinkles

c Which word in **b** goes with these? Can you find them in the photo?

_________brow _________lash _________lid

d 7.15 Listen and check your answers to **b** and **c**.

e **p.159 Vocabulary Bank** The body

4 PRONUNCIATION silent consonants

a Cross out the 'silent' consonant in these words.

calf comb kneel palm thumb wrinkles wrist

b 7.19 Listen and check. What can you deduce about the pronunciation of...?

- *kn* and *wr* at the beginning of a word
- *mb* at the end of a word

c Look at the phonetics for some more words with silent consonants. In pairs, try to say them.

1 ☐ /ˈɒnɪst/
2 ☐ /ˈfɑːsn/
3 ☐ /ˈmʌsl/
4 ☐ /ˈwɪsl/
5 ☐ /aɪl/
6 ☐ /daʊt/
7 ☐ /dɪˈzaɪn/
8 ☐ /hɑːf/
9 ☐ /həʊl/
10 ☐ /kɑːm/
11 ☐ /klaɪm/
12 ☐ /nɒk/

d 7.20 Match words A–L to the phonetics in **c**. Then listen and check. What is the silent consonant in each one?

A aisle
B calm
C climb
D design
E doubt
F fasten
G half
H honest
I knock
J muscle
K whistle
L whole

e Practise saying the phrases below.

half an hour I doubt it calm down, dear an aisle seat, please designer clothes anti-wrinkle cream kneel down

5 READING & SPEAKING

a Look at the title of an article by Professor Thomas Ormerod about his research and read the first paragraph. What is the accepted 'best way to spot a liar'? What was the purpose of Ormerod's experiment?

b Now read the rest of the article and match Ormerod's five key principles A–E to gaps 1–5.

A **Ask open questions**
B **Build rapport**
C **Look for changes in style**
D **Try to find contradictions**
E **Use surprise questions**

c Read the article again and mark the statements **T** (true) or **F** (false). Correct the **F** statements.

1 Body language as a way of identifying a liar can be helpful if you know someone well.
2 The 'fake' passengers in Ormerod's experiment were given a false cover story.
3 All passengers passing through airport security during the experiment were interviewed by the trained security officers.
4 The more information passengers were asked for, the more difficult it was for them to lie successfully.
5 Officers were told to be suspicious of passengers who always gave short answers.
6 The experiment proved that verbal clues are as effective as body language in helping to identify a liar.

d In pairs, play *Truth or lie*. Swap roles for question 2, etc.

A Ask **B** question 1 below. Ask follow-up questions, using techniques from the article, and decide if **B** is telling the truth.

B **A** will ask you question 1 below. You must answer, *Yes, I have*. If you have had the experience, tell the truth. If you haven't, invent answers to **A**'s follow-up questions.

1 Have you ever walked out in the middle of a play, film or concert?
2 Have you ever sprained your wrist or ankle?
3 Have you ever been caught cheating in an exam?
4 Have you ever been stopped by the police?

e Did any of Thomas Ormerod's techniques help you to tell if your partner was telling the truth or not?

The best way to spot a liar...or is it?

How easy is it to know whether someone is telling the truth or lying? Some people aren't very good at pretending, whilst others are far more expert. Most of us are familiar with the kind of body language which tends to indicate deception, such as avoiding eye contact, blushing, fidgeting, or laughing nervously; and identifying whether somebody is telling the truth can be fairly straightforward with people we know well, our children, family, or friends. However, research shows that relying only on body language to spot a liar is in fact very unreliable, especially when you are not familiar with how a person usually behaves. In fact, according to one study, just one in 400 people manage to make a correct judgement based on non-verbal indicators with more than 80% accuracy. Just because someone looks nervous does not mean they are guilty, and in more formal contexts, such as interviewing crime suspects or in security screening at airports, the consequences of getting it wrong can be very serious. So, my research team and I devised an experiment to develop a more reliable method of lie detection, which relies not on how people behave, but on what they say.

We tested out our method on passengers at airport security. Firstly, we recruited a selection of 'fake' passengers of different nationalities, such as American, German, Swiss, and Canadian, and offered them an extra fee if they managed to pass through a security interview without being spotted. Each person prepared a convincing cover story about their life and work history and the purpose of their plane journey. They were all given valid tickets and passports, and were asked to dress appropriately and carry suitable luggage. A team of trained officers then made a random selection of passengers passing through security, and carried out specially constructed interviews in order to try to spot the 'fakes'.

So, what kinds of things did the officers ask in these interviews? These are the key principles we used to increase the chance of finding out if someone was lying:

1 _____ Officers were asked to give the impression that this was a fairly casual conversation, and to put passengers at their ease with general, friendly questions such as 'How are you today?' and 'Did you have a good trip to the airport?'.

2 _____ We told officers to use questions such as 'Can you tell me about...?', 'Can you explain to me who...?' and so on, that required passengers to give more information, rather than just answering 'yes' or 'no'.

3 _____ Passengers were asked, for example, for extra information about a family member or about the company that they worked for; handling unexpected questions is more difficult for a liar than for a truthful person.

4 _____ Officers were encouraged to ask follow-up questions to test passengers' statements. For example, if the passenger claimed to work in Oxford, the officer might ask them about their journey to work, to check if they could report that accurately, and to try to spot any gaps in expected knowledge.

5 _____ Liars are often more confident when they feel in control of a conversation, but if they start to feel undermined or challenged, they begin to limit their responses. We told officers to watch out for people who started to reply with much shorter answers, or who showed a tendency to become evasive in their answers, not replying directly to the questions.

The aim was to put all passengers under gentle pressure, which would increase the chance that something a 'fake' passenger might reveal during a conversation would give them away. The officers were also told not to pick up a lie immediately – rather, to encourage the liar to continue to talk, and then to challenge them when they were sure they were lying. And the results were striking. The security officers using our interview technique were over 20 times more likely to detect the lying passengers than officers using traditional behaviour observation methods.

Professor Thomas Ormerod

6 WRITING

Ⓦ **p.119 Writing** Describing a photo Write a description of a picture, speculating about what the people are doing, feeling, etc.

6&7 Colloquial English Talking about...

1 THE INTERVIEW Part 1

a Read the biographical information about Simon Callow. Have you seen any of his films?

Simon Callow is an English actor, writer, and theatre director. He was born in London in 1949 and studied at Queen's University, Belfast, and the Drama Centre in London.

As a young actor he made his name when he played the part of Mozart in Peter Shaffer's production of *Amadeus* at the Royal National Theatre in London in 1979 and he later appeared in the film version. As well as acting in the theatre he has also appeared in TV dramas and comedies and in many films including *Four Weddings and a Funeral* and *Shakespeare in Love*. He has directed both plays and musicals and was awarded the Laurence Olivier award for Best Musical for *Carmen Jones* in 1992. He has written biographies of the Irish writer Oscar Wilde and Orson Welles, the American actor and film director. He was awarded the CBE in 1999 for his services to drama.

b Watch Part 1 of an interview with him. Mark the sentences **T** (true) or **F** (false).

1 His first job was as an actor at The Old Vic theatre.
2 When he watched rehearsals he was fascinated by how the actors and the directors worked together.
3 Acting attracted him because it involved problem solving.
4 Playing the part of Mozart in *Amadeus* was a challenge because he wasn't a fictional character.
5 Mozart was the most exciting role he has had because it was his first.

c Now watch again and say why the **F** sentences are false.

Glossary

The Old Vic	one of the oldest and most famous of the London theatres
Amadeus	is a play by Peter Shaffer about the life of the composer Wolfgang Amadeus Mozart. It was also made into a film of the same name. In the play, Mozart is portrayed as having a very childish personality, which contrasts with the genius and sophistication of his music.
The Marriage of Figaro	one of Mozart's best-known operas
box office	the place at a theatre or cinema where tickets are sold
rehearsals /rɪˈhɜːslz/	time that is spent practising a play or a piece of music
auditorium /ˌɔːdɪˈtɔːriəm/	the part of a theatre where the audience sits

d Have you seen any films or plays based on the life of real people? Did you agree with the way they were portrayed?

Part 2

a Now watch Part 2. Answer the questions.

1 Which does he prefer, acting in the theatre or in films?
2 Complete the two crucial differences he mentions about acting in the theatre:
There's an __________.
Every single performance is utterly __________.
3 Who does he say are the most important people in the making of a film, the director, the editor, or the actors? Why?
4 Does he think acting in film is more natural and realistic than theatre acting? Why (not)?

b Watch again. What is he referring to when he says...?

1 'It's important because you have to reach out to them, make sure that everybody can hear and see what you're doing.'
2 '...I mean you never do, you never can.'
3 'So, in that sense, the actor is rather powerless.'
4 '...there are some, you know, little metal objects right in front of you, sort of, staring at you as you're doing your love scene...'

Glossary

(film) editor	the person whose job it is to decide what to include and what to cut in a film
editing suite /ˈedɪtɪŋ swiːt/	a room containing electronic equipment for editing video material

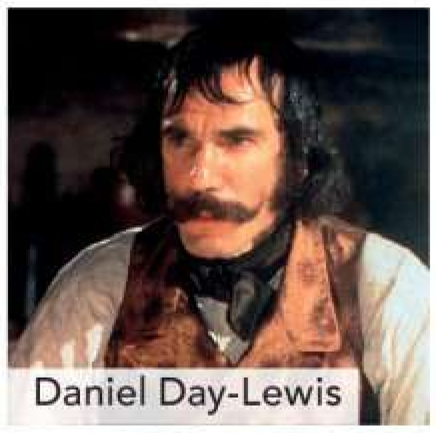
c Do you ever go to the theatre? Do you prefer it to the cinema? Why (not)? What plays have you seen?

performances

Part 3

a Now watch Part 3. What does he say about…?

1 watching other actors acting
2 the first great actors he saw
3 Daniel Day-Lewis
4 wearing make-up
5 the first night of a play


Daniel Day-Lewis

Laurence Olivier

Glossary

John Gielgud	a famous stage and film actor (1904–2000)
Ralph Richardson	a famous stage and film actor (1902–1983)
Laurence Olivier	a famous stage and film actor (1907–1989)
Edith Evans	a famous stage and film actor (1888–1976)
Peggy Ashcroft	a famous stage and film actor (1907–1991)
Daniel Day-Lewis	a famous film actor (1957–)
stage fright	nervous feelings felt by actors before they appear in front of an audience

b Are there any actors you particularly enjoy watching? Why do you like them? Which of their characters do you like best?

2 LOOKING AT LANGUAGE

Modifiers

Simon Callow uses a wide variety of modifiers (*really*, *incredibly*, etc.) to make his language more expressive.

Watch some extracts from the interview and complete the missing adjective or modifier.

1 '…I thought what a wonderful job, what a __________ **interesting** job…'
2 'My job was to reconcile that with the fact that he wrote *The Marriage of Figaro*, and that was **tremendously** __________.'
3 '…its fame, almost from the moment it was announced, was **overwhelmingly** __________ than anything I had ever done…'
4 'They're __________ **different** media, they require different things from you as an actor…'
5 '…you bring __________ **different** things to them.'
6 'The beauty of the theatre is that every single performance is **utterly** __________ from every other one.'
7 'As a young man, and a boy, I was __________ **lucky** to see that fabled generation of actors, of, of Gielgud and Richardson, Olivier,…'

3 THE CONVERSATION

Mark
John
Devika

a Watch the conversation. Tick (✓) the correct option to sum up their conclusion.

They agree that…

1 ☐ a live performance is always better because of the atmosphere.
2 ☐ a recorded performance is usually better because there are no distractions.
3 ☐ it's impossible to generalize because it depends on the event.

b Watch again. What do Devika and Mark say about the following things? Are they positive or negative?

1 **Devika** a big flashy superhero film
2 **Devika** some Shakespeare or any modern plays
3 **Mark** factors that could sway your enjoyment
4 **Mark** a major rugby match recently
5 **Devika** a crowd of other people enjoying the music

c Do you agree with the participants about the live performances being better than recorded ones?

d Watch some extracts and complete the missing phrases.

1 That's a __________ __________ __________. I love going to the cinema.
2 I think __________ __________ __________ __________ it's better or worse…
3 But if you go to a live one though, then you participate, __________ __________, because you're part of it…
4 If you're sitting, __________ __________, high up or with a slightly obstructed view…
5 I've been to plenty of live music events – concerts and festivals and things, __________ __________, around the country, and I love them.
6 That's intriguing __________ __________, the difference between the two.

e Which of the phrases in **d** do they use to…?

☐☐☐☐ give themselves time to think
☐☐ check the others agree

f Now have a conversation in groups of three.

1 Do you think it's essential nowadays for an actor to be good looking?
2 Which is more important in a film, the actors or the special effects?

8A Cutting crime

A society gets the criminals it deserves.
Val McDermid, Scottish crime writer

G the passive (all forms); *have something done; it is said that…, he is thought to…,* etc. **V** crime and punishment **P** the letter *u*

1 LISTENING

a Imagine you are alone in the street at night in an area that you don't know well. Would you feel nervous? What might you do to feel safer?

b Read the introduction to a page from a police crime prevention website and look at the pictures. With a partner, decide what advice you think is shown in each picture, and what the missing word in the headings might be.

c 8.1 Now listen to a Metropolitan Police podcast. Complete the headings. What advice did you predict correctly in **b**?

d Listen again and answer the questions.

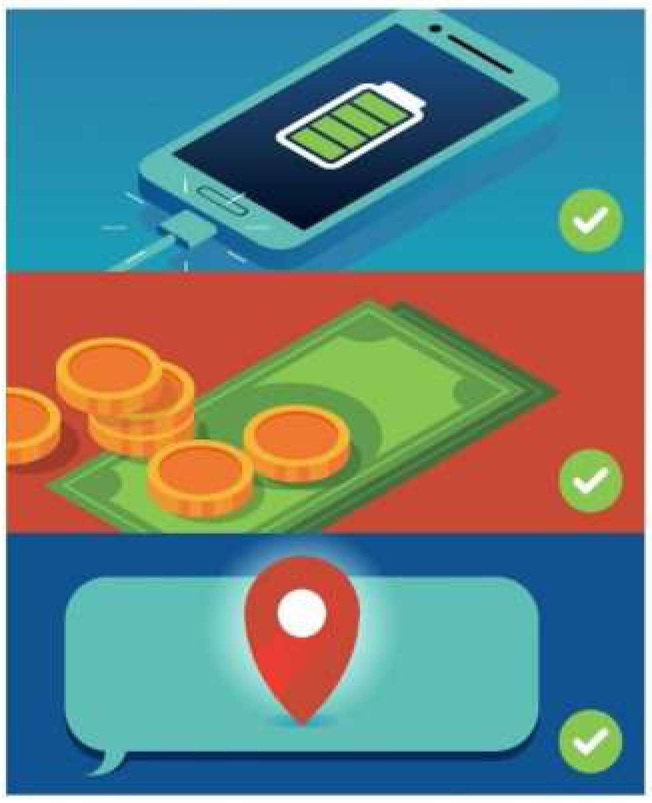
1 What should you plan in advance?
2 Why is it important to look confident?
3 What three things shouldn't you do in the street on a mobile phone?
4 What kinds of things should you keep out of sight?
5 Why should you walk facing oncoming traffic?
6 What three things make places safer to walk at night?
7 What should you do during an evening when you're out with friends?
8 Why shouldn't you let your drink out of your sight?

e Was any of the advice about street crime new to you? Which tip do you think is the most useful? How safe / unsafe is your town, or the area where you live?

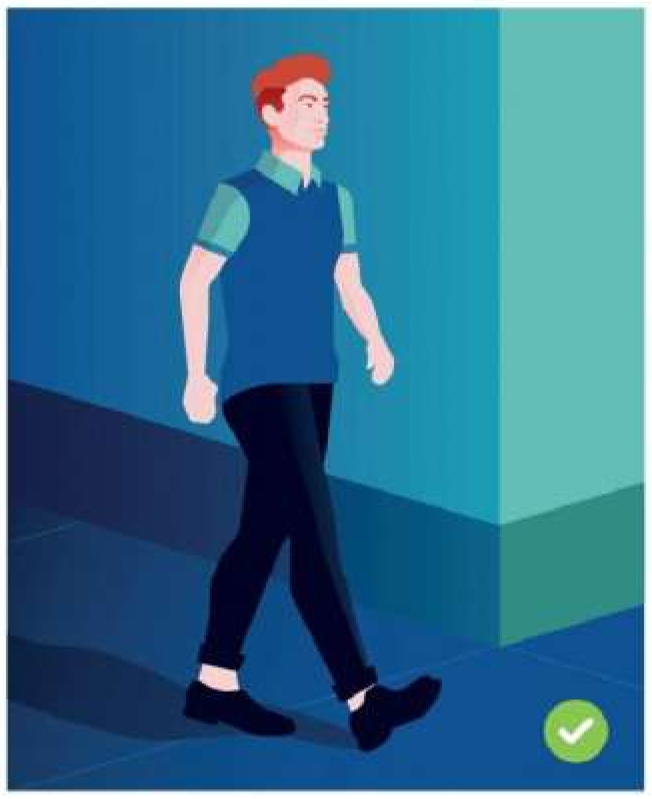
Stay safe

Street crime is often unplanned, so making yourself less of a target, moving with purpose, and being aware of your surroundings will go a long way to keeping you safe when you're out and about. Here are eight important pieces of advice.

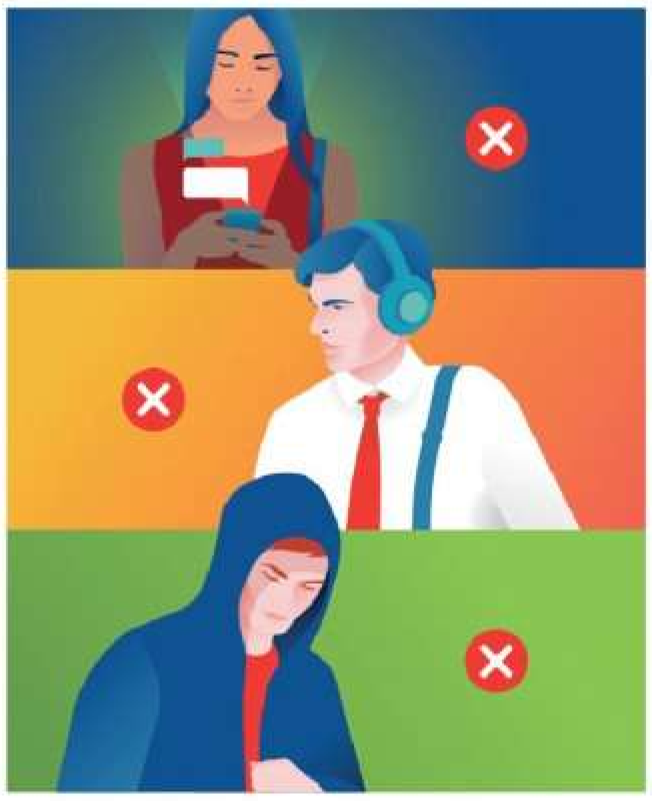
1 Be __________



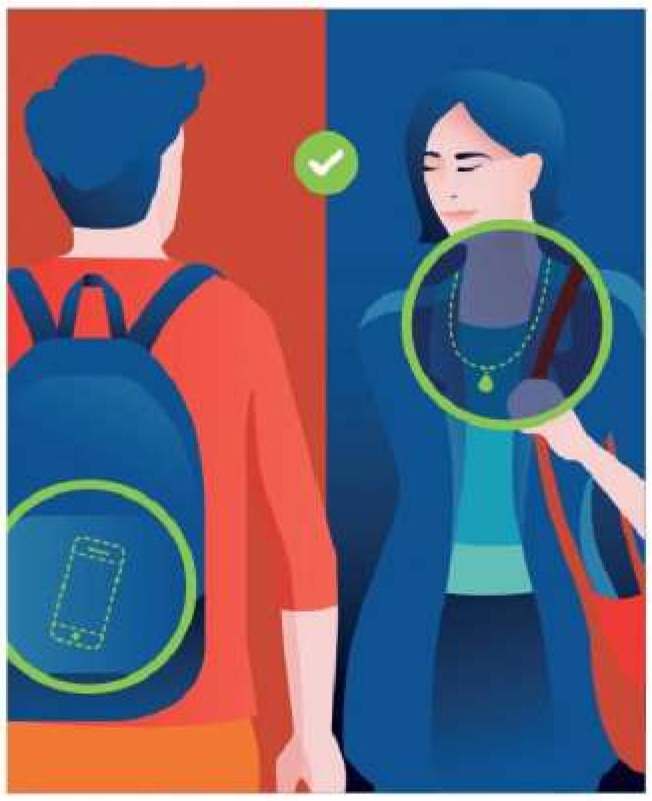
2 Be __________



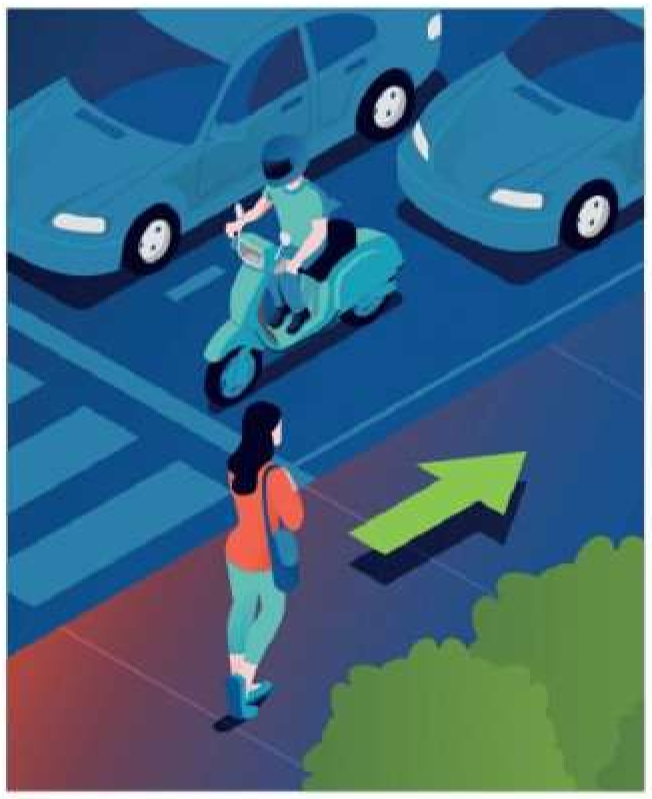
3 Be __________



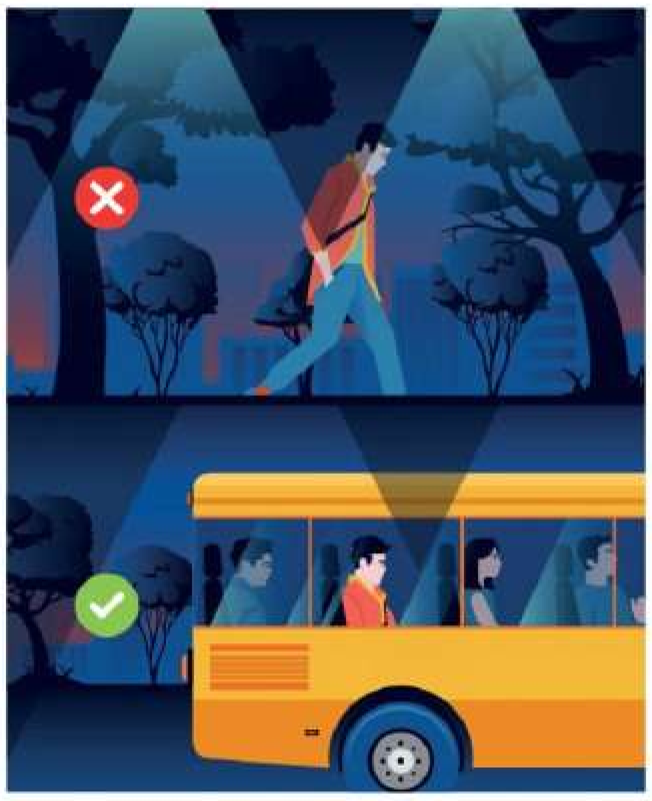
4 __________ it



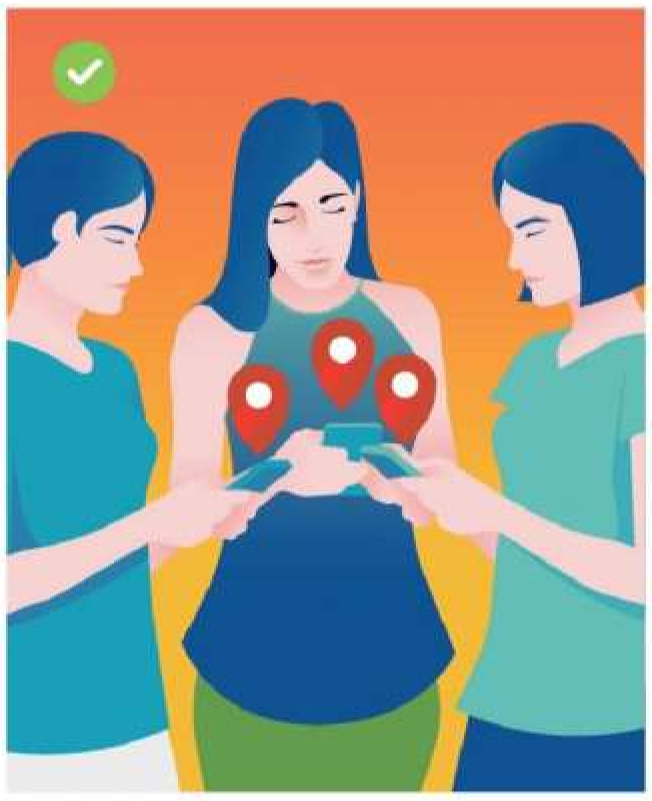
5 Go __________ the flow



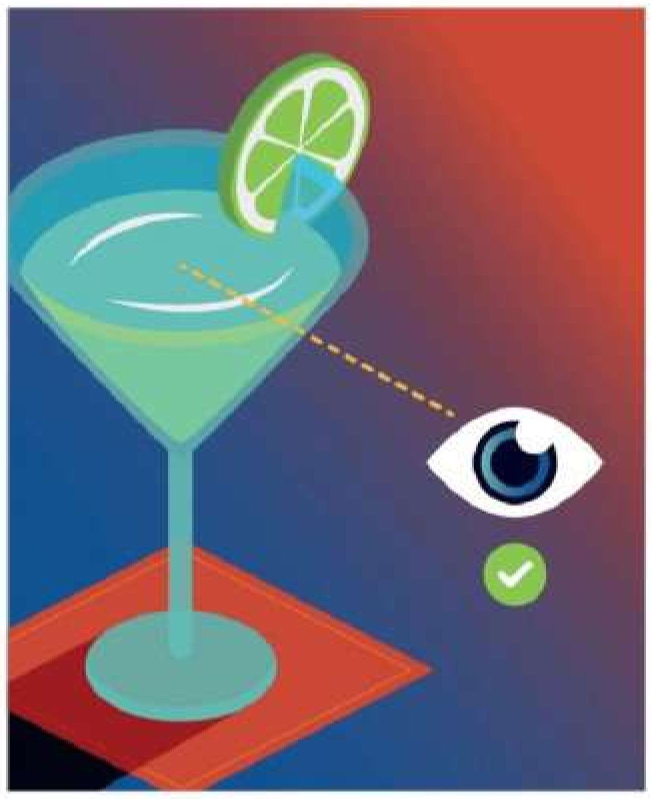
6 Trust your __________



7 Make a __________



8 Look out for __________



Adapted from the Metropolitan Police website

2 VOCABULARY crime and punishment

a How much do you think you know about keeping your home safe? Can you 'beat the burglar'? Do the quiz to find out.

Beat the burglar

1 What's the most common time of day to be burgled?
a between 10.00 and 12.00 a.m.
b between 2.00 and 5.00 p.m.
c between 10.00 and 12.00 p.m.

2 How long do you think a burglar normally takes to search someone's house?
a 10 minutes b 20 minutes c 30 minutes

3 What two things influence a burglar to choose a house to break into?
a it's in an expensive area
b there's no one at home
c there are trees and bushes around the house

4 Which are the most common things that burglars steal, apart from money?
a laptops and tablets
b paintings and antiques
c jewellery

5 What is the best place in the house to hide your valuables?
a the living room
b the main bedroom
c a child's bedroom
d the kitchen
e the study

6 What is most likely to prevent a burglary?
a a dog b a burglar alarm

b **Communication** Beat the burglar **A p.109 B p.113** Find out the answers, according to an ex-burglar.

c Now **A** tell **B** the answers to questions 1–3, and **B** tell **A** the answers to questions 4–6.

d Match the highlighted words in the quiz to definitions 1–5.

1 __________ (*noun*) a person who breaks in and steals from a private house
2 __________ (*verb, passive*) to have sb enter your house and take things that belong to you
3 __________ (*noun*) the crime of entering a house illegally and stealing things from it
4 __________ (*phr. verb*) to enter a place by force
5 __________ (*verb*) to take sth without intending to return it or pay for it

e 8.2 Listen and check.

f **p.160 Vocabulary Bank** Crime and punishment

3 PRONUNCIATION & SPEAKING
the letter *u*

a Look at the words in the list. Which sound does the letter *u* make? Put them in the correct row.

accuse drugs judge jury
mugger punishment smuggling

ʌ	
ʊə	
/juː/	

b Now look at the pink letters in some more words which include the letter *u*. Put them in the correct row, according to how the vowel sound is pronounced.

burglar caught court fraud guilty murderer

ɪ	
ɜː	
ɔː	

c 8.5 Listen and check your answers to **a** and **b**. Then answer the questions.

1 Is the vowel sound before a double consonant short or long?
2 Which two words are pronounced exactly the same?
3 How do we pronounce *gu* before the letters *a*, *e*, and *i*, as in *guard*, *guess*, *guilty*?

d 8.6 Listen and write five sentences. Then practise saying them.

e Talk in small groups. Ask for more details.

What do you think are the most common crimes in your town or city?

Have you ever witnessed a crime? What was it? Where? What happened?

Do you know anyone…?

- whose phone or bicycle has been stolen
- whose car has been vandalized
- who has been stopped by the police while driving
- who has been mugged
- who has been burgled
- who has been offered a bribe

4 GRAMMAR the passive (all forms); *have something done*; *it is said that…*, *he is thought to…*, etc.

a Read three true crime stories. In which story was someone…?

A caught because of what they stole
B caught because of what they were wearing
C caught because of what they said

1 The telltale trousers

When an attempted robbery at a DIY store went wrong, Milton J. Hodges fled across the street and jumped over a fence to avoid ^{1}*catching / being caught*. Unfortunately, he ^{2}*landed / was landed* in the grounds of the Cypress Cove Nudist Resort & Spa. Hodges ^{3}*spotted / was spotted* by police easily, as he was the only person wearing clothes.

2 The Apple iDiot

Last week in San Francisco, a woman had her iPhone stolen. A thief cycled up to her on the pavement, ^{4}*snatched / was snatched* the iPhone out of her hands, and rode away. However, unknown to him, the woman worked for Apple and ^{5}*was demonstrating / was being demonstrated* the iPhone's new GPS tracking device to some customers. The tracker worked, and the thief ^{6}*caught / was caught* a few minutes later.

3 Parlez-vous français?

The victim was hysterical when the Calgary police arrived at her house. A window ^{7}*had broken / had been broken* and her jewellery had gone. While the police officer was there, her French-speaking father ^{8}*called / was called*. She explained to him, in French, that it was all a plan to get the insurance money. What she didn't know was that Officer Meharu speaks six languages, including French. She ^{9}*has been charged / has charged* with fraud.

b Read the stories again. Circle the correct form of verbs 1–9, active or passive.

c Look at the extract from story 2.

A woman **had her iPhone stolen**.

Does it describe…?

1 something the person arranged for someone to do for her
2 something bad that happened to her

d 8.7 Now look at another headline and listen to the news story. In what way was the robber polite?

Britain's most polite robber

e Listen again and complete extracts 1–4. How is the structure different between 1 and 4, and 2 and 3?

1 Police in Stockport are looking for a man who is said __________ __________ Britain's most polite armed robber.
2 It is believed __________ __________ __________ a tall man in his early 40s…
3 It is thought __________ __________ __________ __________ at least four shops in Stockport in recent weeks.
4 He is reported __________ __________ __________ to his victims…

f **p.146 Grammar Bank 8A**

5 READING

a Work in pairs. Discuss the questions.

1 Do you post photos on social media sites like Facebook or Instagram? How often? What kinds of photos do you post?
2 Who do you allow to see your posted photos? Why?
3 How do you feel when other people post photos of you without your permission?

b You're going to read an article about Steve Bustin, who had problems with some photos he posted on Facebook. First, look at the four photos. Then read the article once and answer the questions.

1 Who are the people in photo A? Who did 'Martin' say they were?
2 Why did photos B and C make Constance suspicious?
3 What had happened in photo D? How did the scammer use it?

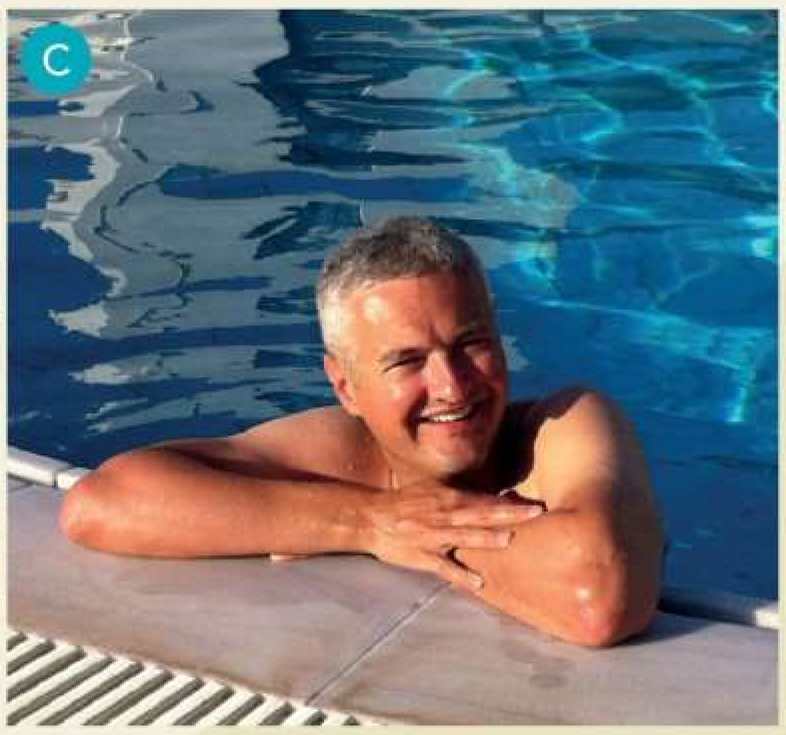
c Read the article again. Choose a, b, or c.

1 When Steve received Constance's email he felt ____.
   a surprised b pleased c sorry
2 Constance was attracted to Martin because ____.
   a she liked his profile photo
   b he paid her a lot of attention
   c he reminded her of her husband
3 Thanks to a website about dating scams, Constance was able to find out who ____.
   a 'Martin' really was
   b the photo was really of
   c had originally posted the photo
4 In a typical dating scam, men like Martin start by ____.
   a being very nice to women
   b asking women for money
   c trying to get women's sympathy
5 As a result of the scam, Steve has decided to be more careful about ____ on social media.
   a posting holiday photos
   b who can see what he posts
   c contacting friends and family

d Look at the highlighted words in the article related to scams and try to work out what they mean. Then match them to a synonym in the list.

☐ careful ☐ chosen ☐ fraud ☐ give
☐ make use of (in a dishonest way)
☐ said that (even though it wasn't true)
☐ thought that ☐ trick (*verb*)

A case of identity theft



I sighed when I glanced at the email on my phone. It was from a woman called Constance, a complete stranger to me, who [1] was under the impression that we'd been in a relationship for several months. It has become an all-too-familiar story. Over the past two years, my photos have been used to [2] con 11 women on dating websites. These are just the ones I know about; the real number could be much higher.

I rang Constance and listened as she explained she'd met a man called Martin Peterson on Elite Singles. He said he was Danish and a widower. Constance had joined the website hoping to find love, after losing her husband three years earlier, and Martin had seemed kind and understanding. He was interested in everything about her, texting her every morning and ringing her for cosy chats in the evening. But on his dating profile were several photos, which were in fact, of me! She forwarded me the pictures, and I shuddered when I saw one of me and my sister, who Martin had said was his dead wife.

Constance had begun to be suspicious of Martin when she noticed his hair colour and style change within the space of a few hours. He [3] claimed he was on a business trip, and sent her a photo of me sitting in a hotel garden having breakfast, with my curly grey hair in need of a trim. Later in the day, he sent a second photo of me by a swimming pool, in which my hair was shorter and darker. In fact, these photos had been taken several years apart and had been 'harvested' from my Facebook account. Constance began to look carefully at all the pictures he had sent. She researched dating [4] scams online, and found a way to find out where a picture had originated. By dragging a picture of Martin into a 'reverse image search' on Google, she discovered that the pictures of the man she'd believed to be a Danish widower were actually of me, a public speaker from Brighton.

People like 'Martin' are known to [5] prey on older women. First, they gain their trust and bombard them with attention, then they say they are travelling abroad for work, where they are involved in an accident. Finally, they ask the woman to transfer money for medical treatment or flights home. A few years ago, I scratched my face, and posted a photo online of me with blood on my face. This picture has now been used by the scammer several times – he sends it alongside a picture of a smashed-up car, and says he's been involved in a serious accident. Fortunately, Constance didn't [6] hand over any money. But other women have, including one woman who lost thousands of pounds.

These days, I'm a lot more conscious of what I post online. I always used to share pictures of everything: holidays by the pool, work speeches, me and my dog, fancy dress parties... Now I've changed my privacy settings on social media. I suppose my account was [7] targeted because I had a range of photos and the scammer could build a whole life from them. An expert told me that my pictures had probably been sold on as a bundle on the black market. I now encourage all my friends and family to be [8] wary about what they post – once they're out there, there's nothing you can do about it. Unfortunately for me, my identity is no longer my own.

Adapted from the Mirror website

6 SPEAKING

a How common do you think identify theft is nowadays? What can people do to avoid it happening?

b Look at the questions on the right. For each one…

- decide what you think.
- think of reasons for your opinions.
- decide how you think the 'crime' should be punished.

c Now discuss the questions in groups.

Do you think it should be illegal to…?

- post a photo or video of someone online without their permission
- post aggressive or threatening 'tweets' or messages
- download music, books, and films without paying for them
- own an aggressive breed of dog
- squat in an unoccupied house (live there without paying rent)
- paint graffiti on a wall or fence
- smoke outdoors, e.g. in parks or in the street
- kill another person in self-defence

If yes, how do you think they should be punished? If no, say why not.

7 WRITING

W **p.120 Writing** Expressing your opinion Write an article for an online forum, saying what you think about some aspects of crime.

8B Fake news

For most people no news is good news, but for journalists good news is not news.
Gloria Borger, US political commentator

G reporting verbs **V** the media **P** word stress

1 LISTENING & SPEAKING

a Talk to a partner.

1 Where do you get your international, national, and local news from?
2 Look at the list below. What kinds of news are you normally interested in?

arts and culture   business   celebrity gossip
crime   the environment   food & drink   health
local / national news   politics   sport   technology
TV and entertainment   the weather   world news

3 What kinds of news headlines, e.g. a death, news about a celebrity, a sports result, might make you want to read the whole article?
4 What stories are in the news at the moment in your country?

b Look at the headlines and photos for two news stories that were reported in the same week. What do you think they are about?

Wine goes
blue

Egyptian zoo denies
their zebra is a donkey

c 8.11 Listen to the stories and check. Were you correct?

d Listen again and complete the information.

1 Vindigo wine gets its colour from...
2 The wine is being produced in…because…
3 A bottle of Vindigo costs…
4 Monsieur Le Bail says the wine is ideal for…
5 Mahmoud Sarhan was visiting the zoo when he saw…
6 He was sure it was a donkey because…
7 A vet who looked at the photo said that…
8 The zoo's owner wouldn't accept that…

e Look at two more headlines and photos from the same week's news. With a partner, guess what they are about.

Football fan gets
World Cup fever

Shark baby
drama

f **Communication** Strange, but true **A** p.109 **B** p.113 Read the stories and check, then tell each other what happened.

g Three of the four stories are true and one is fake news. Which one do you think is the fake?

2 GRAMMAR reporting verbs

a Look at some extracts from the four news stories. Match them to the direct speech A–F.

1 He **persuaded a company** in Almeria in Spain, **to produce** the wine.
2 **He…recommends drinking** it on the beach, or around the swimming pool.
3 A zoo in Egypt **has denied painting** a donkey with black stripes…
4 …a local vet…**agreed to examine** the photo.
5 He **advised me not to take** football so seriously.
6 He **threatened to steal** another shark if he felt it was necessary.

A ☐ 'OK, I'll have a look at it.'
B ☐ 'That's the best place to have it.'
C ☐ 'I'll do it again if I have to.'
D ☐ 'Don't do it – it's not very important.'
E ☐ 'Please make it for me.'
F ☐ 'We definitely didn't do it.'

b **G p.147 Grammar Bank 8B**

3 PRONUNCIATION word stress

a Look at the two-syllable reporting verbs in the list. All of them except four are stressed on the second syllable. Circle the four exceptions.

a|ccuse ad|mit ad|vise a|gree
con|vince de|ny in|sist in|vite o|ffer
or|der per|suade pro|mise re|fuse
re|gret re|mind su|ggest threa|ten

b **8.13** Listen and check.

Spelling of two-syllable verbs
If a two-syllable verb ends in consonant–vowel–consonant and is stressed on the second syllable, the final consonant is doubled before an *-ed* ending, e.g. *regret* > *regretted*, *admit* > *admitted*. However, when the stress is on the first syllable, the final consonant is not doubled, e.g. *offer* > *offered*, *threaten* > *threatened*.

c Complete the sentences below with the correct reporting verb in the past tense.

Shall I make some coffee?	1 He *offered* to make some coffee.
No, I won't go.	2 He __________ to go.
OK, I'll help you.	3 He __________ to help me.
I'll call you. Believe me.	4 He __________ to call me.
Remember to lock the door!	5 He __________ me to lock the door.
You should buy a new car.	6 He __________ me to buy a new car.
Would you like to have dinner?	7 He __________ me to have dinner.
I didn't break the window!	8 He __________ breaking the window.
Yes, it was me. I stole the money.	9 He __________ stealing the money.
I wish I hadn't married Susan.	10 He __________ marrying Susan.
Let's go to a club.	11 He __________ going to a club.
You killed your boss.	12 The police __________ him of killing his boss.

d **8.14** Listen and check.

e Cover the right-hand column in **c**. Look at the direct speech and say the reported sentence, linking the verbs and *to* where appropriate.

Linking
Remember that if a word ends in a /t/ or /d/ sound, e.g. regular past tense verbs, and the next word begins with a /d/ or /t/ sound, the two words are linked, e.g. *offered‿to*.

f **8.15** Listen to some more sentences in direct speech. Then report them using the verb you hear.

1 *I didn't steal the wallet!* **deny** *He denied stealing the wallet.*

4 VOCABULARY & SPEAKING

the media

a Look at the four headlines. What four categories of news are they?

1 Manager **quits** following shock Cup defeat

2 21-year-old **tipped** to become party leader

3 Reality TV star **to wed** girlfriend after one-week engagement

4 Companies **split** after unsuccessful merger

b Guess the meaning of the **bold** verbs. Then match them to a word or phrase from the list.

is going to marry ☐ is predicted ☐
leaves ☐ separate ☐

c **p.161 Vocabulary Bank** The media

d Look at the questions below. Decide if you personally agree or disagree with them. Think of reasons and examples to support your opinion.

Is it ever OK…?

- for journalists to access other people's phones or email accounts
- for the media to publish stories and photos about celebrities' private lives
- for the paparazzi to take photos of well-known people when they are at home or on holiday
- to censor the news
- to publish news articles that aren't completely true

I think it's perfectly OK for / to…

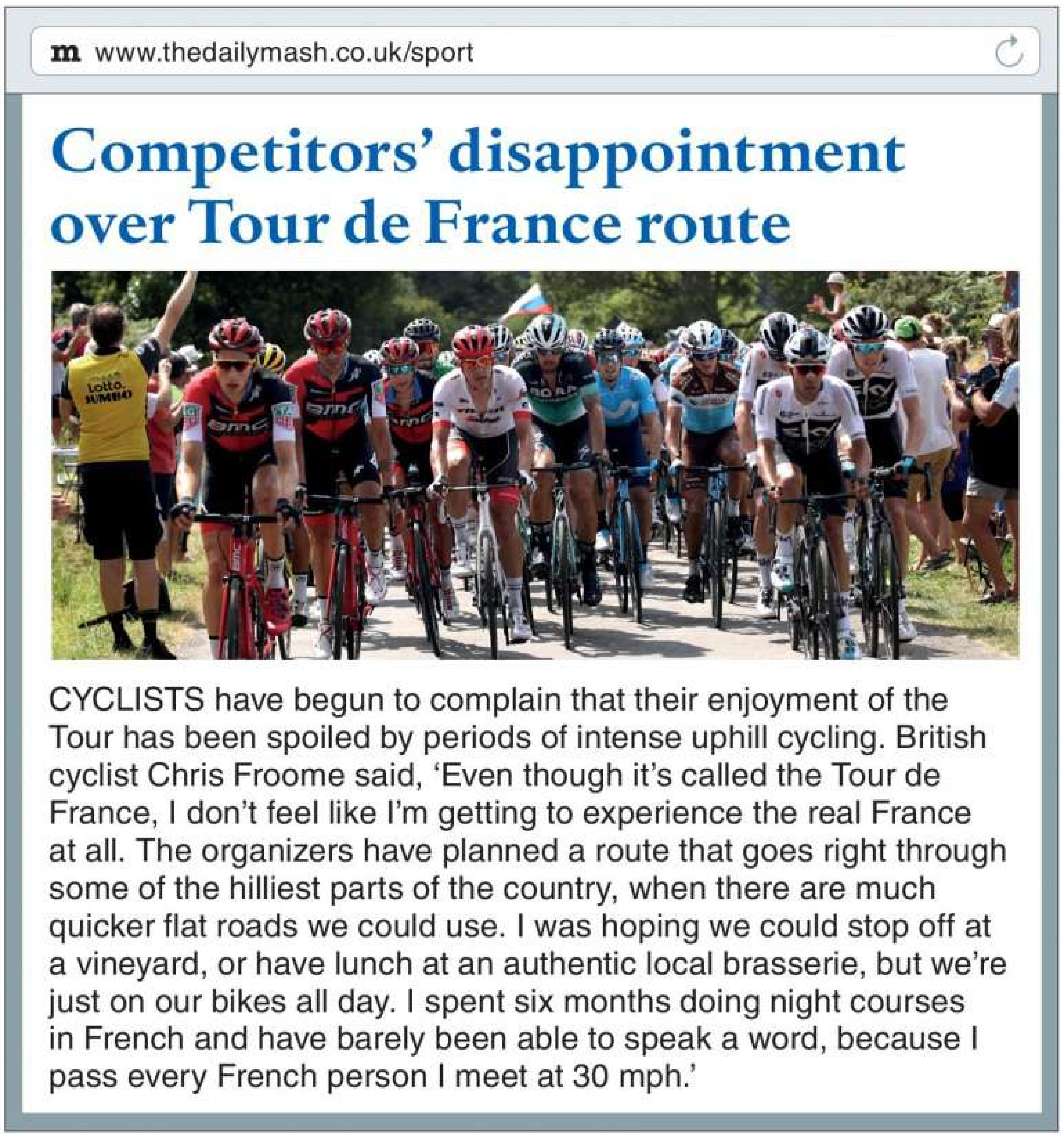
I think it can be OK for / to…, depending on the circumstances.

I don't think it's ever OK for / to…because…

e Work in small groups. Take turns to ask one question. Give your opinion and explain why. Then discuss with the group. What is the majority opinion on each topic?

5 READING

a Read a news report about the Tour de France cycle race. Why was Chris Froome said to be disappointed?



www.thedailymash.co.uk/sport

Competitors' disappointment over Tour de France route

CYCLISTS have begun to complain that their enjoyment of the Tour has been spoiled by periods of intense uphill cycling. British cyclist Chris Froome said, 'Even though it's called the Tour de France, I don't feel like I'm getting to experience the real France at all. The organizers have planned a route that goes right through some of the hilliest parts of the country, when there are much quicker flat roads we could use. I was hoping we could stop off at a vineyard, or have lunch at an authentic local brasserie, but we're just on our bikes all day. I spent six months doing night courses in French and have barely been able to speak a word, because I pass every French person I meet at 30 mph.'

b Read the article again. At what point did you realize that this is not a serious piece of news? Are there any other features of the article that made you suspicious?

c Now read an article about how to spot fake news. Complete the headings with a word from the list.

addresses date fake images name sense spellings trust

d Read the article again and answer the questions about each section.

Introduction Why do many online sites publish fake news?
1 Why don't you need to worry about a Category Six hurricane?
2 What was suspicious about the story in the *Denver Guardian*?
3 What was the problem with the URL *ABC.com.co*?
4 What was wrong with the photos of a news report about a terror attack in Brussels?
5 Why does a lot of spelling mistakes in a news article mean that it might be fake?
6 How would you know that the Twitter handle @WarrenBuffet was fake?
7 Why might an emotionally disturbing image with a news story be a telltale sign?
8 What should you do before making an important decision based on online information?

EWS • FAKE NEWS • FAKE NEWS • FAKE NEWS • FAKE NE

8 tips on how to spot fake news

Fake content has become a daily reality of life online, with hundreds of sites creating false or exaggerated stories for political or personal gain. In spite of the efforts of big tech companies to limit the spread of fake news, some stories fall through the cracks. The expert advice is that it's always useful to have a critical eye and to be on the lookout for misleading stories. There are several telltale signs to look for. Fake news experts Will Moy, director of British fact-checking charity Full Fact, and Cambridge University researcher Sander van der Linden offer their tips.

1 Beware of stories that don't make __________

One of the key signs of fake news is that the stories are highly improbable. During last year's Hurricane Irma, a hugely popular viral story claimed that it was a Category Six hurricane that would 'wipe cities off the map'. Category Six hurricanes do not exist. Moy says, 'Extraordinary claims need extraordinary evidence. If somebody says Elvis is alive, ask for a song before you believe it.'

2 Check the __________ of the news site that published it

Unfamiliar sites built to sound like news organizations are behind many fake news stories, but the names of the sites are often a hint that stories may be fake. When the *Denver Guardian* made claims about Hillary Clinton's emails, there was one small problem – there is no such paper as the *Denver Guardian*. It sounds real, but it is completely fake. 'Be careful of websites that you haven't heard of before,' says Moy.

3 Beware faked website __________

Some sites may try to impersonate real news outlets with URLs which seem similar but have slight differences. For instance, one fake news site impersonated ABC news using a URL which read *ABC.com.co*, rather than *abcnews.go.com*.

4 Check the __________

False news stories often include timelines which make no sense, or contain the wrong dates. For instance, images purporting to be of a 2016 terror attack in Brussels were actually from a 2011 attack on Moscow's Domodedovo Airport.

5 Look for unusual __________ and mistakes

Often, the sign that news is fake is that it is of low quality, with spelling errors and an over-use of capital letters. Real news sources will employ editors to remove these errors and ensure accuracy.

6 Look out for __________ celebrity accounts

'Sometimes stories can spread online after being shared by a social media account designed to impersonate a real person,' says Sander van der Linden. 'Think about the fake tweets that were supposedly sent out by billionaire Warren Buffett. Someone was impersonating him, and millions of people did not notice that the Twitter handle read 'WarrenBuffet', while his real name is Warren Buffett.'

7 Google-search the __________

Fake news sites will often use unrelated or doctored photos. Google-search them to see where they came from and check how accurate they are against other legitimate news sites. Other hoaxers will use deliberately disturbing imagery in an attempt to hook in readers, van der Linden says. 'Emotional content is more likely to go viral, for example, imagine the effect of a fake story containing disturbing images about the effects of a fake disease.'

8 If you're unsure, double check with a source you __________

Fake news stories will often appear on just one site, so if you're unsure, check against a reliable news source. 'When it matters, double check,' says Moy, 'particularly when it comes to health or other life decisions. Always use a trustworthy source.'

Adapted from The Telegraph

e Can you remember these adjectives from the text for…?

1 something you shouldn't believe:
exa__________, mis__________,
impr__________, doc__________
2 something you should believe:
leg__________, rel__________, tru__________

f Which news websites do you think are a) reputable, b) untrustworthy? Can you think of any examples of exaggerated or fake news?

6 VIDEO LISTENING

a Watch the documentary *The speed of news* once. Number the ways of delivering news in the order they are mentioned.

☐ cable TV
☐ Facebook
☐ live Twitter feeds
☐ radio and television
☐ the Boston newsletter
☐ the telegraph line

b Watch the documentary again and answer the questions.

1 Where is the Newseum? How many different newspapers are there?
2 Who was Edward Teach? When was he killed?
3 How were early newspapers distributed? Why was this a problem?
4 How was news communicated during the American Civil War?
5 Why were Civil War news reports not very accurate?
6 Which inventions created the age of mass media?
7 What event appeared on Twitter seconds after it occurred?

c Are there any newspapers or magazines in your country that have existed for a long time? What reputation do they have nowadays? Do you ever read them?

7&8 Revise and Check

GRAMMAR

Complete the second sentence so that it means the same as the first.

1 I'm almost sure you left your phone in the restaurant.
You __________ __________ __________ your phone in the restaurant.
2 It was wrong of you not to tell me you'd borrowed my car.
You __________ __________ __________ me you'd borrowed my car.
3 It's possible that the backpackers got lost.
The backpackers __________ __________ __________ lost.
4 I'm sure it wasn't Jake's fault. He wasn't there last night.
It __________ __________ __________ Jake's fault. He wasn't there last night.
5 I think somebody has tried to break in.
It looks __________ __________ somebody has tried to break in.
6 This meat has a very similar taste to beef.
This meat __________ __________ beef.
7 I don't like cooking fish because then there's an awful smell in the kitchen.
I don't like cooking fish because then the kitchen __________ __________.
8 The accident happened when they were repairing the road.
The accident happened when the road __________ __________ __________.
9 They'll probably never find the murderer.
The murderer will probably __________ __________ __________.
10 People think the burglar is a teenager.
The burglar is thought __________ __________ a teenager.
11 People say that crime doesn't pay.
It __________ __________ that crime doesn't pay.
12 We want someone to fix the shower.
We need to have __________ __________ __________.
13 'I think you should talk to a lawyer,' I said to Sarah.
I advised Sarah __________ __________ to a lawyer.
14 'I didn't kill my husband,' Margaret said.
Margaret denied __________ __________ __________.
15 'I'm sorry I'm late,' James said.
James __________ __________ __________ late.

VOCABULARY

a Circle the correct verb.

1 Please *remind* / *remember* the children to do their homework.
2 **A** I'm terribly sorry.
B Don't worry. It doesn't *mind* / *matter*.
3 The robbers *stole* / *robbed* €50,000 from the bank.
4 If you know the answer, *raise* / *rise* your hand, don't shout.
5 Don't *discuss* / *argue* about it! You know that I'm right.
6 My brother *refuses* / *denies* to admit that he has a problem.

b Circle the word that is different.

1 palm calf wrist thumb
2 kidney lung hip liver
3 wink wave hold touch
4 robber vandal burglar pickpocket
5 fraud smuggler theft terrorism
6 evidence judge jury witness

c Write the verbs for the definitions.

1 __________ to bite food into small pieces in your mouth
2 __________ to rub your skin with your nails
3 __________ to look at sth or sb for a long time
4 __________ to make a serious, angry, or worried expression
5 __________ to find a way of entering sb's computer
6 __________ to demand money from sb by threatening to tell a secret about them
7 __________ to give sb money so that they help you (especially if it's dishonest)
8 __________ to leave your job (especially in newspaper headlines)

d Complete the missing words.

1 The *Sunday Times* TV cr__________ wrote a very negative review of the programme.
2 This paper always supports the government. It's very b__________.
3 The journalist's report was c__________ by the newspaper. They cut some of the things he had wanted to say because of government rules.
4 My favourite n__________ is the woman on the six o'clock news on BBC1.
5 The article in the newspaper wasn't very acc__________ – a lot of the facts were completely wrong.

PRONUNCIATION

a Circle the word with a different sound.

1	aʊ	elbow frown eyebrows vow
2	h	honest heart hip hack
3	ɔː	fraud caught warn journalist
4	ʌ	lungs touch shoulder smuggle
5	/juː/	argue refuse news jury

b Underline the main stressed syllable.

1 re|a|lize
2 black|mail
3 van|da|lism
4 co|mmen|ta|tor
5 ob|jec|tive

CAN YOU understand this text?

a Read the article once. What is a *web sleuth*?

b Read the article again and complete it with phrases A–F.

A any information is obviously welcome
B are fascinated with crime and missing persons
C there's still a debate about whether amateur sleuthing is good or bad
D the police have come to the site for help
E these instances aren't very common
F she never looked back

CAN YOU understand these people?

8.19 Watch or listen and choose a, b, or c.

1 Melanie

2 Erica

3 Hugo

4 Diarmuid

1 Melanie _____.
  a argues with her sister about housework
  b always wins arguments with her sister
  c hates arguing with her sister
2 When Erica acted in the play *A Woman's Worth* she _____.
  a felt nervous because her family were in the audience
  b played a woman who was afraid of marriage
  c played a woman who had problems with her boyfriend
3 Hugo witnessed a crime where the criminal _____.
  a was arrested
  b escaped
  c was injured
4 Diarmuid _____.
  a is sceptical about what he reads in the news
  b gets his news mainly from newspaper apps
  c is only really interested in sports news

Solving crimes from the bedroom

It seems that people are starting to take the law into their own hands. Is it time for the police to take web sleuths seriously?

Ella Hamilton, a 23-year-old from Scotland, is part of a not-so-small community of citizen-detectives who [1]_____. They look through all the clues, police reports and online tips to uncover what the police may have missed. Ella discovered the world of sleuthing after watching a documentary about unsolved mysteries. She was keen to discuss it with other people, and after finding an online forum, [2]_____. Ella says that most citizen detectives are valuable assets, providing the police with ideas they might not have thought of. 'I've watched hundreds of videos, trying to spot people in the background. It feels good to help.'

Tricia Arrington-Griffith owns the website WebSleuths. She can recall many times that [3]_____. 'In 2014, a detective came to us with a piece of evidence, a particular T-shirt, from an unsolved murder. Within 36 hours, one of our members had found out exactly where the T-shirt was made, how much it cost, and where it was sold.' Tricia says that the police were incredibly grateful on this occasion, but she admits that [4]_____. She believes that the police mainly view citizen-detectives as troublemakers. 'And we have had other problems,' she admits. 'WebSleuths was my first introduction to unpleasant behaviour online.'

So what do the police really think? Stewart Smith, an ex-Crime Prevention Officer, says, 'I personally feel that the work many of these sleuths do is fantastic. Police resources are limited, so [5]_____.' But sleuths must be 'careful and considerate in their investigations, especially towards family members'. Family members just like Karen Downes. Her daughter, Charlene, disappeared over 14 years ago in Blackpool, and there's been no trace of her since, but hundreds of people are still trying to solve the mystery online. Karen is delighted with the helpful and respectful amateur sleuths, but her husband Bob disagrees. Claims that he killed his own daughter were posted all over the internet by citizen-detectives; he was even physically attacked on the street, and this is not unusual behaviour. So [6]_____. It's clearly a fascinating hobby, but all citizen-detectives need to make sure they are familiar with the law and behave appropriately.

Adapted from a university website

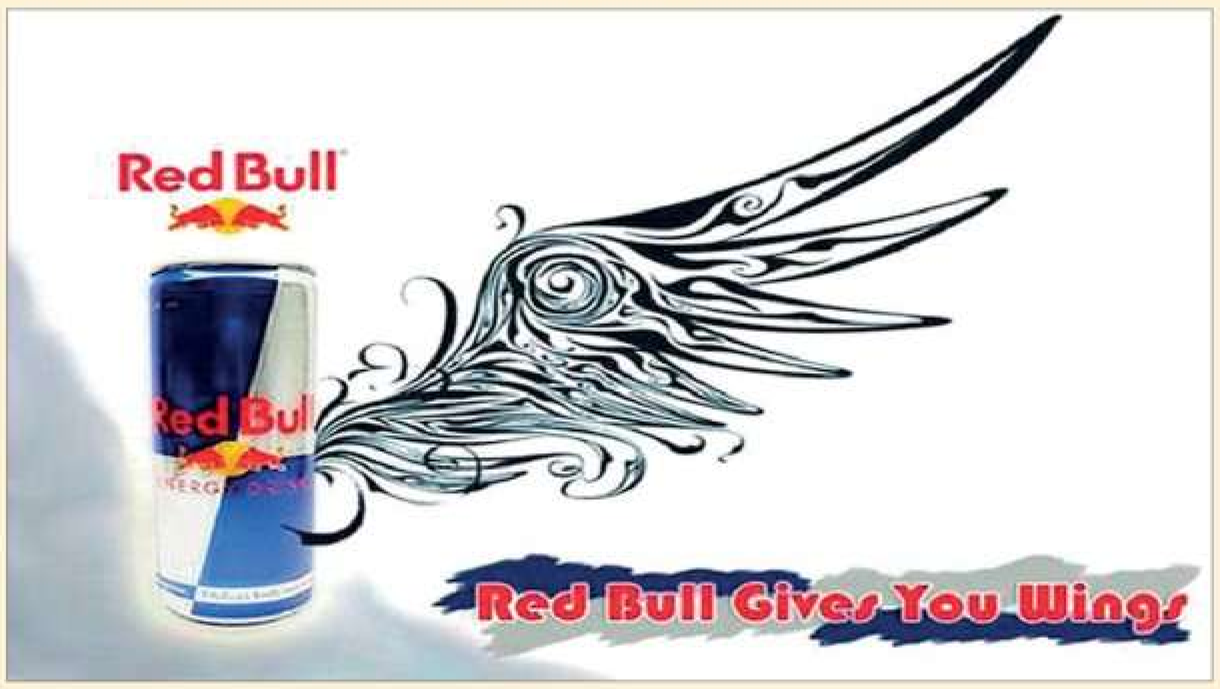
9A Good business?

> Many a small thing has been made large by the right kind of advertising.
> *Mark Twain, US author*

G clauses of contrast and purpose **V** advertising, business **P** changing stress on nouns and verbs

1 VOCABULARY & SPEAKING

a Look at the advert for Red Bull. Do you think it's a clever advert? Why do you think it might have got Red Bull into trouble?


Red Bull
Red Bull Gives You Wings

Advertising scandals that cost some brands millions

In advertising, there's a big difference between exaggerating the truth and making false claims.

Many companies have been caught using misleading claims like 'scientifically proven' with 'guaranteed results' in their advertisements. For such companies, it can cost millions, and lead to a damaged reputation.

Several examples of false advertising scandals have affected big brands – some are still ongoing, and not all companies have had to pay up, but each suffered a certain amount of negative publicity.

Red Bull

Energy drinks company Red Bull was sued in 2014 for its slogan 'Red Bull gives you wings'. The slogan, which the company has used in advertising campaigns for nearly two decades, went alongside marketing claims that the caffeinated drink could improve a consumer's concentration and reaction speed.

Benjamin Careathers was one of several consumers who brought the case against the Austrian drinks company. He said he had been a regular consumer of Red Bull for 10 years, but that he had not developed wings – or shown any signs of improved intellectual or physical abilities.

The company settled the case by agreeing to pay out a maximum of $13 million – including $10 to every US consumer who had bought the drink since 2002.

Adapted from Business Insider

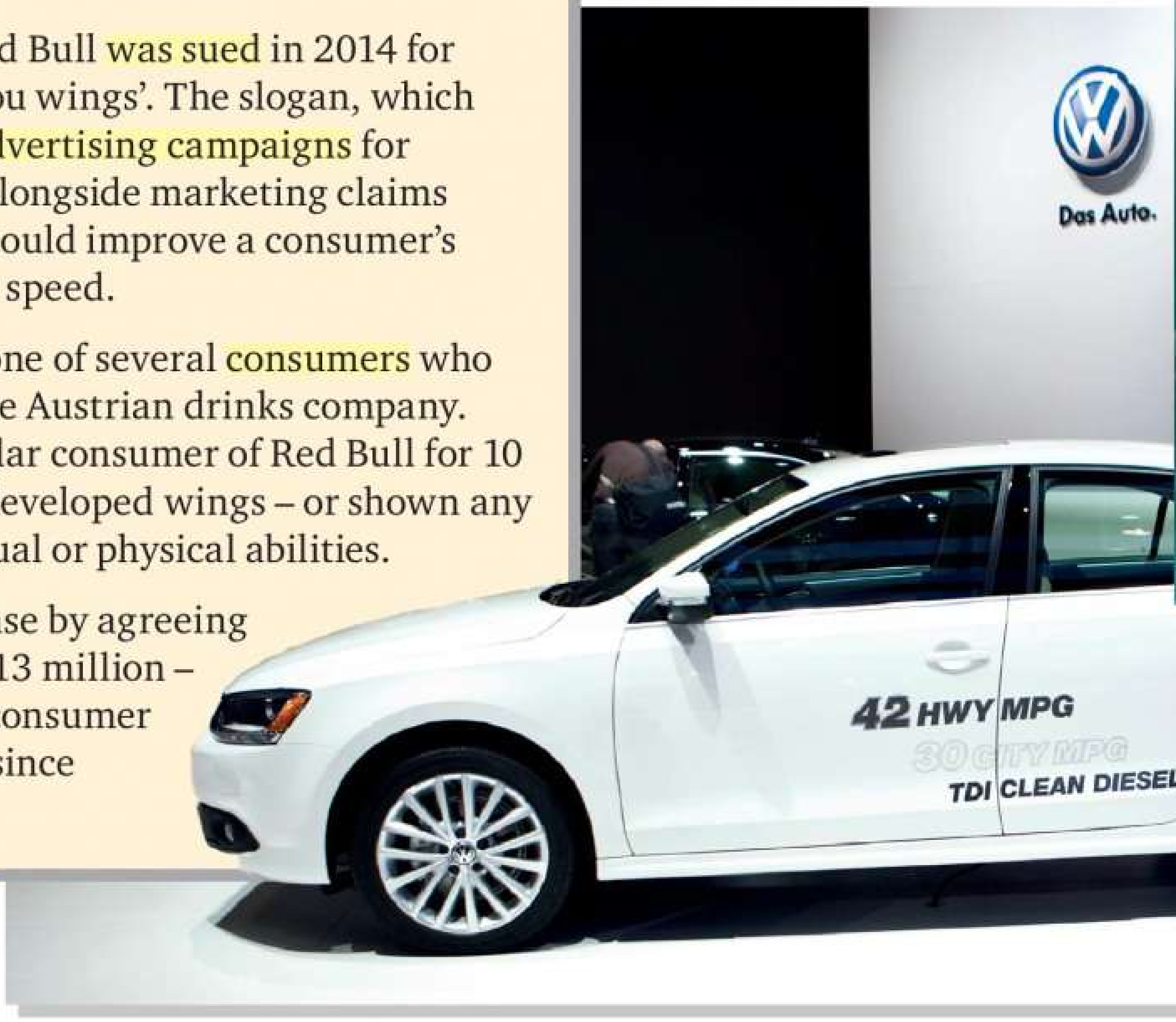
b Read the article and check your answers to **a**. Why do you think Benjamin Careathers did what he did?

c Look at the highlighted words and phrases related to advertising. With a partner, try to work out what they mean. Then match them to their meanings 1–9.

1 *advertisements* (also *ads*, *adverts*) notices, pictures, or films telling people about a product
2 __________ (*noun*) statements that sth is true, although it has not been proved and other people may not agree with or believe it
3 __________ (*noun*) types of product made by a particular company
4 __________ (*verb*) was taken to court to ask for money because of sth they said or did that harmed you
5 __________ (*adj.*) giving the wrong idea or impression, making you believe sth that is not true
6 __________ (*noun*) people who buy goods or use services
7 __________ (*noun*) series of advertising messages with the same theme
8 __________ (*noun*) the attention that is given to sb / sth by newspapers, television, etc.
9 __________ (*noun*) a word or phrase used in advertising that is easy to remember, to attract people's attention or to suggest an idea quickly

d Work in threes, **A**, **B**, and **C**. Look at three products whose adverts cost their brands money. What problems do you think there were with the adverts?

DANONE
BIFIDUS ACTIREGULARIS
ACTIVIA
HELPS IMPROVE DIGESTIVE TRANSIT
yogurt with fruit
500g
Rhubarb



e **Communication** Misleading ads **A p.110 B p.112 C p.114** Read about the advertisements and tell each other what the problem was.

f Talk in groups of three. Give examples.

1 Have you bought something recently which wasn't as good as the advertisement made you think it would be? How was the advert misleading?
2 What are viral adverts? Have you ever forwarded one to other people? Do you have a favourite one?
3 Is there a brand which you think has a really good logo or slogan? Does it make you want to buy the product?
4 Can you think of a recent advert which made you not want to ever buy the product? Why did the advert have this effect on you?
5 Do you find pop-up adverts annoying when you are doing something online? Do you think they are necessary? Why is it that they often seem directed at you personally?
6 Do you think it's immoral of advertisers to try to persuade people without much money to buy products they can't afford?

2 LISTENING

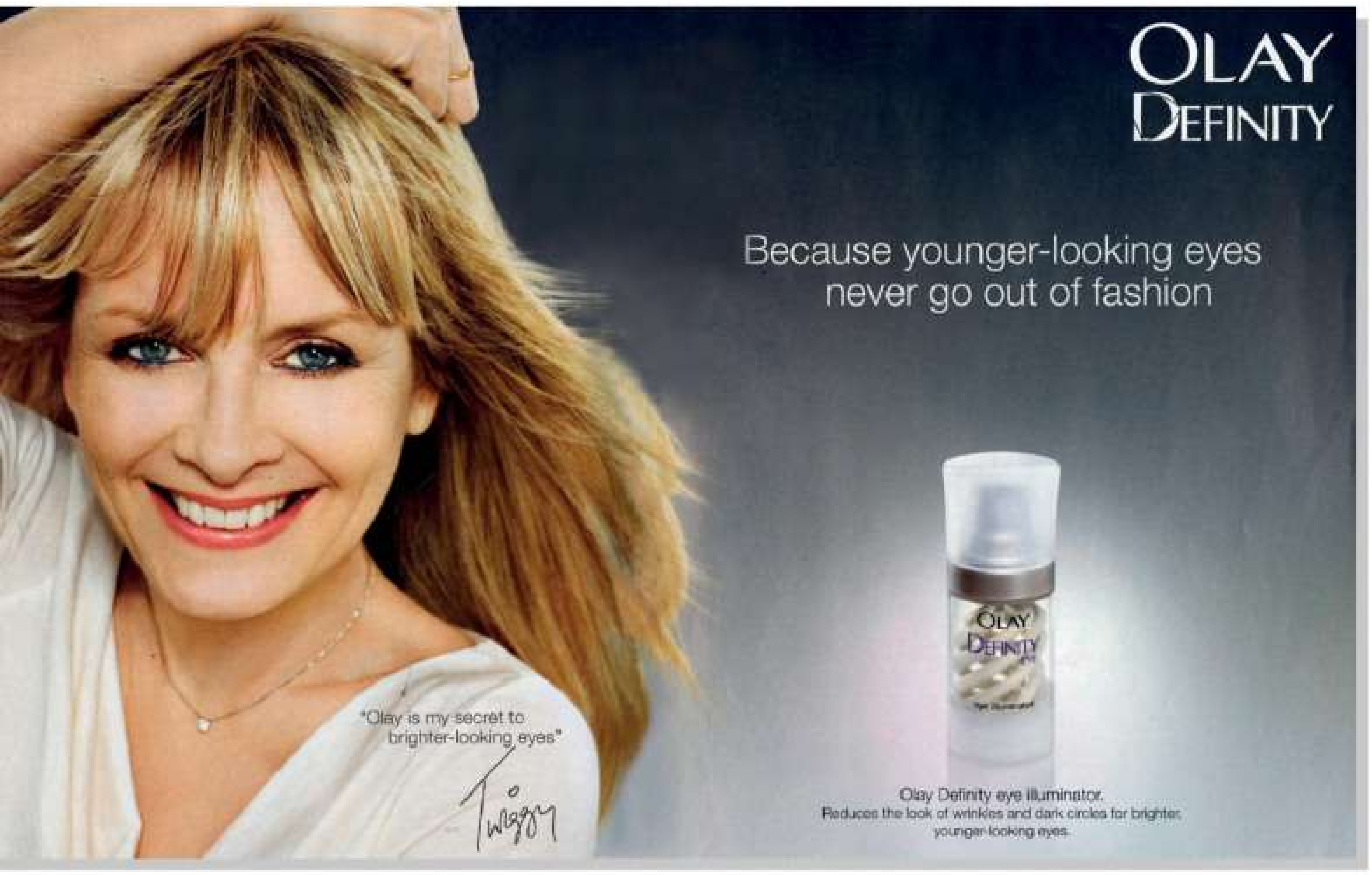
a 9.1 Listen to a marketing expert talking about six marketing techniques used by advertisers. Complete the messages they use with two or three words.

1 'Get a __________ when you subscribe to our magazine for six months.'
2 'There are __________ left! Buy now while stocks last!'
3 '__________ it.'
4 '__________ can look like this.'
5 'A recent __________ found that our toothpaste cleans your teeth better than any other brand.'
6 '__________, I'm a doctor (or a celebrity).'

b Listen again. Answer the questions for each message in **a**.

1 Why does it attract us?
2 Why is it misleading?

c Which of the six techniques might influence you to buy the product? Are there any that would actively discourage you? Why do you think we keep falling for these techniques, even though we know what's going on?


OLAY DEFINITY
Because younger-looking eyes never go out of fashion
"Olay is my secret to brighter-looking eyes"
Twiggy
OLAY DEFINITY
Olay Definity eye illuminator.
Reduces the look of wrinkles and dark circles for brighter, younger-looking eyes.

3 GRAMMAR clauses of contrast and purpose

a Look at some extracts from the listening in **2**, and complete them with phrases A–G.

1 In spite of __________, its price was really included in the magazine subscription.
2 Even though __________, and maybe don't even like them, we immediately want to be among the lucky few who have them.
3 So as to __________, they use expressions like, 'It's a must-have'…
4 …and they combine this with a photograph of a large group of people, so that __________.
5 The photo has been airbrushed in order to __________, with perfect skin, and even more attractive than they are in real life.
6 It was probably produced for __________, and paid for by them, too.
7 Although __________, do you really think she colours her hair with it at home?

A the company itself
B the actress is holding the product in the photo
C we can't fail to get the message
D make us believe it
E we don't really need the products
F what the advert said
G make the model look even slimmer

b 9.2 Listen and check. Then look at the highlighted word(s) in 1–7 and the phrases A–G that follow them. Which ones express a purpose?

c **p.148 Grammar Bank 9A**

d **Sentence race** Try to complete as many sentences as you can in two minutes.

1 I think the advertising of junk food should be banned, so that…
2 In spite of a huge marketing campaign,…
3 Although they have banned cigarette advertising,…
4 She applied for a job with a company in London, so as to…
5 He's decided to carry on working, despite…
6 Even though the advert said I would notice the effects after a week,…
7 I took my laptop to the shop to…
8 We went to our head office in New York for…

4 READING

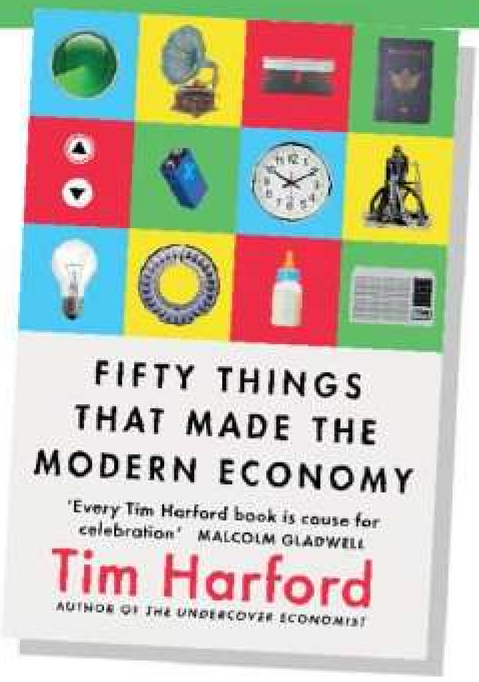
a Look at the products in the photos. Can you think of anything they have in common?

A

B

C

D


FIFTY THINGS THAT MADE THE MODERN ECONOMY

'Every Tim Harford book is cause for celebration' MALCOLM GLADWELL

Tim Harford

AUTHOR OF THE UNDERCOVER ECONOMIST

b Read the first part of 'Razors and Blades', an unadapted chapter from a book by economist Tim Harford. As you read, in order to quickly check any words or phrases that you can't guess, first, try to guess meaning from context, then use the glossary, and finally, if necessary, use a dictionary. Check your answer to **a**.

c Read it again and mark the sentences **T** (true) or **F** (false). Underline the information in the text which tells you this.

1 King Camp Gillette's idea behind the United Company was that it would provide basic products cheaply.
2 This vision of the United Company had a great influence on the modern economy.
3 It is more expensive to produce a printer than to produce the ink.
4 Two-part pricing involves selling one thing cheaply, but making another essential component very expensive.
5 King Camp Gillette's first blades were relatively inexpensive.
6 Sony only makes a very small profit on each PlayStation 4 it sells.

RAZORS & BLADES

Part 1

In 1894, a book was written by a man who had a vision. The book argues that 'our present system of competition' breeds 'extravagance, poverty, and crime'. It advocates a new system of 'equality, virtue, and happiness', in which just one corporation – the United Company – will make all of life's necessities as cost-effectively as possible. These, by the way, are 'food, clothing, and habitation'. Industries which 'do not contribute' to life's necessities will be destroyed. The book's author had a vision that has ended up shaping the economy. But, as you may have guessed, it wasn't this particular vision. No, it was another idea, which he had a year later. His name was King Camp Gillette, and he invented the disposable razor blade.

If you've ever bought replacement cartridges for an inkjet printer, you are likely to have been annoyed to discover that they cost almost as much as you paid for the printer itself. That seems to make no sense. The printer's a reasonably large and complicated piece of technology. But how can it possibly cost almost as much to supply a bit of ink in tiny plastic pots? The answer, of course, is that it doesn't. But for a manufacturer, selling the printer cheaply and the ink expensively is a business model that makes sense, and is known as two-part pricing. It's also known as the razor-and-blades model, because that's where it first drew attention – suck people in with an attractively priced razor, then repeatedly fleece them for extortionately priced replacement blades.

King Camp Gillette invented the blades that made it possible. Before this, razors were bigger, and when the blade got dull, you'd sharpen it, not throw it away and buy another. He didn't immediately hit upon the two-part pricing model, though: initially, he made both parts expensive. The model of cheap razors and expensive blades evolved only later. Nowadays, two-part pricing is everywhere. Consider the PlayStation 4. Whenever Sony sells one, it loses money: the retail price is less than it costs to manufacture and distribute. But that's okay, because Sony coins it in whenever a PlayStation 4 owner buys a game. Or how about Nespresso? Nestle makes its money not from the machine, but the coffee pods.

Glossary

suck sb in (*phr. verb*) to involve somebody in an activity or a situation, especially one they do not want to be involved in

fleece (*verb, informal*) to take a lot of money from somebody by charging them too much

hit upon (*phr. verb*) think of a good idea suddenly or by chance

coin it (in) (*idiom*) make a lot of money

From Fifty Things that Made the Modern Economy

d Now read the rest of the chapter. Answer the questions with a partner.

1 How are companies which have been successful with two-part pricing products trying to stop other companies selling the disposable parts cheaper?
2 Why might customers stay with a more expensive original brand?
3 What does the author suggest that King Camp Gillette might have thought of the razor-and-blades sales model?

Part 2

Obviously, for this model to work you need some way to [1]__________ customers putting cheap, generic blades in your razor. One solution is legal: patent-protect your blades. But patents don't last forever. Patents on coffee pods have started expiring, so brands like Nespresso now face competitors selling [2]__________, compatible alternatives. Some are looking for another kind of solution: technological. Just as other people's games don't work on the PlayStation, some coffee companies have put chip readers in their machines to stop you trying to brew a generic cup of coffee.

Two-part pricing models work by imposing what economists call 'switching costs'. They're especially prevalent with digital goods. If you have a huge library of games for your PlayStation, or books for your Kindle, it's a big thing to switch to another platform. Switching costs don't have to be [3]__________. They can come in the form of time, or hassle. Say I'm already familiar with Photoshop; I might prefer to pay for an expensive upgrade [4]__________ buy a cheaper alternative, which I'd then have to learn how to use. Switching costs can be psychological, too – a result of brand loyalty. If the Gillette company's marketing department persuades me that generic blades give [5]__________ shave, then I'll happily keep paying extra for Gillette-branded blades.

Economists have puzzled over why consumers [6]__________ the two-part pricing model. The most plausible explanation is that they get confused by the two-part pricing. Either they don't realize that they'll be exploited later, or they do realize, but find it hard to pick the best deal out of a [7]__________ menu of options. The irony is that the cynical razors-and-blades model – charging customers a premium for basics like ink and coffee – is about as far as you can get from King Camp Gillette's vision of a single United Company producing life's necessities as cheaply as possible.

Glossary

patent (*noun*) an official right to be the only person to make, use, or sell a product or invention

chip reader (*noun*) a device to get information from a microchip

switching costs (*noun phrase, idiom*) how much it will cost you to change from one brand to another

hassle (*noun, informal*) a situation that is annoying because it involves doing something difficult or complicated that needs a lot of effort

puzzle over (*phr. verb*) to think hard about something in order to understand or explain it

e Read it again and choose the correct word or phrase for each gap.

1 **a** avoid **b** encourage **c** prevent
2 **a** cheaper **b** pricier **c** more expensive
3 **a** economical **b** inevitable **c** financial
4 **a** as well as **b** rather than **c** in order to
5 **a** an inferior **b** a superior **c** a similar
6 **a** tolerate **b** reject **c** like
7 **a** simple **b** straightforward **c** confusing

f Do you own any products which use a two-part pricing system? Do you buy generic ink, coffee, etc. or do you buy the branded ones? Why?

5 VOCABULARY business

a Look at two extracts from 'Razors and Blades'. Which two verbs mean 'to make things in large quantities'? Which one is specifically 'using machinery'?

> Consider the PlayStation 4. Whenever Sony sells one, it loses money: the retail price is less than it costs to manufacture and distribute.

> … King Camp Gillette's vision of a single United Company producing life's necessities as cheaply as possible.

b Ⓥ p.162 **Vocabulary Bank** Business

6 PRONUNCIATION & SPEAKING changing stress on nouns and verbs

a 9.8 Listen and underline the stress on the **bold** words. Which syllable is stressed when the word is a) a verb, b) a noun?

1 We **ex|port** to customers all over the world.
2 Our main **ex|port** is wine.
3 Sales have **in|creased** by 10% this month.
4 There has been a large **in|crease** in profits this year.
5 The new building is **pro|gre|ssing** well.
6 We're making good **pro|gress** with the report.
7 Most toys nowadays are **pro|duced** in China.
8 The demand for organic **pro|duce** has grown enormously.

b Look at some more words which can also be verbs and nouns, and have the same pronunciation rule. Practise saying them first all as verbs and then as nouns.

decrease import permit record refund transport

c Say if the following are true of your country / region, or of you. Give examples.

We export more food than we import.
Not many shops sell organic produce.
Unemployment has decreased over the last five years.
Smoking is not permitted in public places.

9B Super cities

The city is not a concrete jungle,
it is a human zoo.
Desmond Morris, UK zoologist

G uncountable and plural nouns **V** word building: prefixes and suffixes **P** word stress with prefixes and suffixes

WHAT MAKES A CITY ATTRACTIVE?

Is there an 'art of making attractive cities'? Alain de Botton, writer and founder of alternative education group *The School of Life*, seems to think so, and has made a video that he claims explains just how to do it. 'It's not a mystery why we like some cities so much better than others,' he says. 'There are six fundamental things a city needs to get right.'

Order and variety

A love of order is one of the reasons people love Paris and New York, but we must avoid too much of it. The key is to create an 'organized complexity'. De Botton gives the example of the square in Telc, Czech Republic, where the individual houses are different in colour and detail, but all the buildings are the same height and width.

Visible life

Streets need to be full of people and activity in order to be beautiful instead of bleak. Sadly, modern cities often contain too many characterless office blocks and industrial zones where there is no street life.

Compactness

Good cities are compact, not sprawling. Think Barcelona as opposed to a spread-out city like Phoenix, Arizona. De Botton says that attractive cities have beautiful squares which are ideal meeting places. The best designed are those which are not too large, so that people can recognize a face on the other side of the square.

Orientation and mystery

The best cities offer a mixture of big and small streets. But too many cities prioritize vehicles over humans. A city should be easy to navigate for both humans and vehicles, with big boulevards for orientation and small streets to allow us to wander and create a sense of mystery and exploration.

Scale

Our urban skylines have become dominated by tall buildings dedicated to banking and commerce. Instead, we should be building at an ideal height of five stories, resulting in dense and medium-rise cities, like Berlin and Amsterdam.

Local colour

The sameness of cities is a problem. Cities need to demonstrate their local culture and history. They should be built from locally sourced materials in a way which suits their individual climate and traditions.

Adapted from The Guardian

1 READING

a Look at the title of the article. How attractive do you think the city where you live (or your nearest city) is? What score would you give it out of 10?

b Read the article once. With a partner, explain what the six criteria mean. Do you agree with any of them? Does your city meet any of them?

c Can you think of any things that Alain de Botton hasn't mentioned? Make a note of them. Then talk in small groups, and make a group list.

> *For me, one thing that's missing is water. I think the most beautiful cities always have a river running through them, or are near the sea.*

2 LISTENING & SPEAKING

a 🔊**9.9** You're going to listen to five well-travelled people talking about the most beautiful city they've been to. Look at the countries. Which city do you think they're going to say? Listen to their first sentences and check.

1 __________, Italy
2 __________, Brazil
3 __________, Belgium
4 __________, Scotland
5 __________, Japan

b 🔊**9.10** Listen and try to write the names of some places in these cities that they're going to mention. Compare in pairs and agree the spelling.

Piazza __________
____
the __________ Bridge
the __________ Canal
the __________ Opera House
the Bosque __________
the __________ Steps
the River __________
the __________ Temple

c 🔊**9.11** Now look at photos 1–5 and listen to what the speakers say about each city. What is the place in the photo? Is it something to see or something to do? What information do they give about it?

d Listen again. What other thing(s) does each speaker recommend? Did they mention any of Alain de Botton's six criteria?

1

2

3

4

5

e Did they mention anything from your group's list in **1c**?

f Talk in small groups.

1 Have you been to any of the cities the speakers mention? Do you agree with what they say? Of those you haven't visited, which one would you most like to go to? Why?
2 What's the most beautiful city you've ever been to? What's one thing you would recommend to see and do there?
3 Are there any cities you haven't really liked? Why?

3 GRAMMAR uncountable and plural nouns

a Circle the correct form.

1 A good city guidebook will give you *advice / advices* about what to see.
2 You may have *some bad weather / a bad weather* if you go to London in March.
3 In Rome and Paris, *accommodation is / accommodations are* extremely expensive.
4 It's best not to take *too much luggage / too many luggages* if you go on a city break.
5 The old town centre is amazing, but *the outskirts is / the outskirts are* a bit depressing.
6 I really liked the hotel. The rooms were beautiful and *the staff was / the staff were* incredibly friendly.

b **G p.149 Grammar Bank 9B**

c Play **Just a minute** in small groups.

JUST A MINUTE

RULES

One person starts. He / She has to try to talk for a minute about the first subject below.

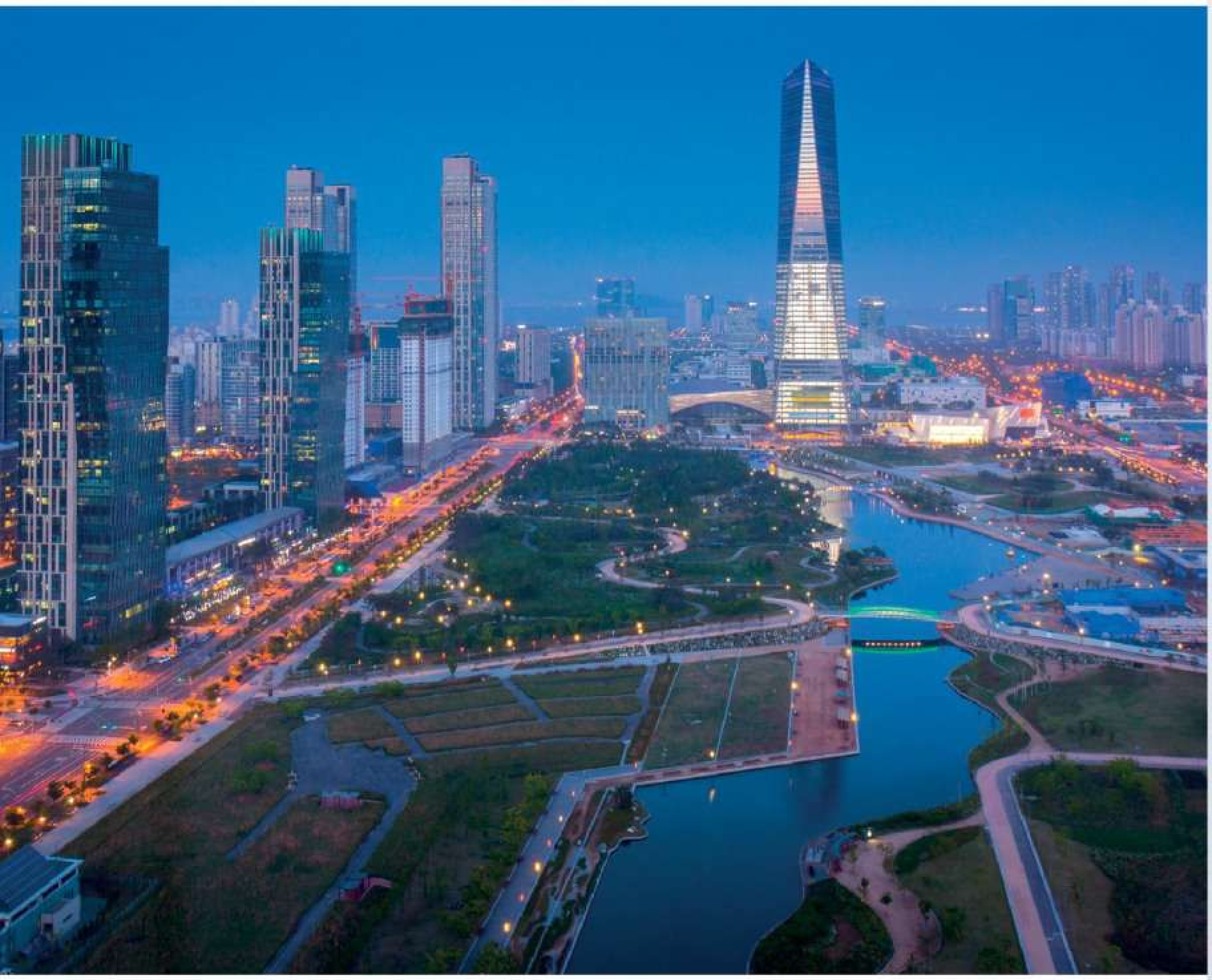
If he or she hesitates for more than five seconds, he / she loses his / her turn and the next student continues.

The person who is talking when one minute is up gets a point.

the most beautiful scenery I've seen
the traffic in my town / city
tourist accommodation in my country
the weather I like most
good advice I've been given
what's in the news at the moment
clothes I love wearing
modern furniture
chocolate

4 READING & SPEAKING

a Look at this photo of Songdo, a new city in South Korea. What do you think might be the advantages or disadvantages of living there?



b Now read an article about Songdo. Answer the questions with a partner.

1 What are the three main advantages of living in Songdo?
2 Which two things that were promised haven't happened yet?
3 What other disadvantages are mentioned?

c Read the article again. For each of the highlighted words and phrases, choose the best meaning, a or b.

1 a advantages b disadvantages
2 a break its promise b keep its promise
3 a leaving home b going home
4 a not enough b too much
5 a very advanced b very simple
6 a be different from b be similar to
7 a overpopulated b underpopulated
8 a close together b spread out

d Talk to a partner.

1 If you went to live in Songdo, what would you like best and what would you miss the most?
2 What's the most modern city you've ever been to? Why did you go there? What did you think of it?
3 If you had to choose between an ultra-modern megacity and a classically beautiful old city, which would you prefer?
4 What is the approximate population of your city or nearest big city? Do you think it will grow? What effect might the change in population have on the city and its services?

Is this the future

Three years ago, 35-year-old English teacher Lee Mi-Jung moved with her husband from the small coastal city of Pohang across the South Korean peninsula to Songdo. Described as the world's 'smartest city', it was planned as a showpiece of 21st-century urban design, promising an efficient rubbish system, an abundance of parks, and a vibrant international community – all the [1] perks of megacity Seoul without the capital city's crowded pavements, choking traffic, and air pollution. The city claimed to do 'nothing less than banish the problems created by modern urban life.' And for foreign corporations looking for access to Asian economies, Songdo would be a glitzy business capital to rival Hong Kong and Shanghai. 'I'd imagined this would be a well-designed city, that it would be new, modernized, and simple –unlike other cities,' says Lee. 'So my expectations were high.'

As far as hi-tech conveniences go, Songdo does [2] deliver. Pneumatic tubes send rubbish straight from Lee's home to an underground waste facility, where it's sorted, recycled, or burned for energy generation. Everything, from the lights, to the temperature in her apartment, can be adjusted via a central control panel, or from her phone. During the winter, she can warm up the apartment before [3] heading home. But the one thing she hasn't been able to find is a vibrant community.

'When I first came here during the winter,' Lee says, 'I felt something cold.' She wasn't just talking about the coldness of the weather, or the chilly modernism of the concrete high rises all over town. She felt [4] a lack of human warmth from neighbourhood interaction. 'There's an online forum where we share our complaints,' she said, 'But only on the internet – not face to face.'

Songdo was built on reclaimed land from the Yellow Sea. The 1,500-acre development sits an hour outside of Seoul. It was planned as an eco-city. Its buildings and streets have sensors that monitor energy use and traffic flow. There's a [5] state-of-the-art water-recycling facility and plenty of green spaces, including a 100-acre seaside park modelled on, and named after, New York City's Central Park.

# of cities?

For a place that is striving to become car-free, however, the roads of Songdo are crazily wide, with as many as ten lanes. These are partly intended to [6] echo the wide, tree-lined boulevards of Paris, and also wide enough for city planners to, say, put in a light rail or streetcar network, which may bring Songdo one step closer to fulfilling its car-free promise. But for now, cars are still common, and, for residents like 32-year-old Lindy Wenselaers from Belgium, they're an essential tool. Lindy ended up buying a car after only five months in Songdo – she could no longer face a 20-minute walk to the nearest supermarket in the wintry weather. She misses the lack of direct connections from one part of town to another; at weekends, she often drives an hour to Seoul.

Songdo's biggest problem is that it only has a third of the people it was designed for. Parts of it feel more like a [7] sparsely populated American 1970s suburb. The wide roads and [8] sprawling scale means that human activities are located far apart from one another. Occasionally, you see small touches, like an artificial *hanok* village (a traditional village where houses with old-school architecture remain intact) to remind you that, yes, you are still in Korea. It's not exactly a ghost town, as some reports have claimed, but as you drive past cluster after cluster of identical concrete residential high-rises, it feels empty, and there's a curious urban silence. 'There's a ton of people living here, but you don't really see them,' says Wenselaers. 'The city is alive, but it's invisible.'

Adapted from the CityLab website

5 VOCABULARY word building: prefixes and suffixes

Prefixes and suffixes

A **prefix** is something that you add to the beginning of a word, usually to change its meaning, e.g. *pre* = before (***pre**-war*), or a negative prefix like *un-* or *dis-* (***un**healthy*, ***dis**honest*). A **suffix** is something you add to the end of a word, usually to change its grammatical form, e.g. *-ment* and *-ness* are typical noun suffixes (*enjoy**ment***, *happi**ness***). However, some suffixes also add meaning to a word, e.g. *-ful* = full of (*stress**ful***, *beauti**ful***).

a Answer the questions. Check your answers in the article in **4**.

1 What prefix can you put before *city* to add the meaning a) *enormous*, b) *environmentally friendly*?

2 Add suffixes to the words in the list to make nouns.

abundant cold connect convenient develop
expect modern neighbour pollute silent

b **V p.163 Vocabulary Bank** Word building

6 PRONUNCIATION & SPEAKING word stress with prefixes and suffixes

Word stress on words with prefixes and suffixes

Multi-syllable words always have a main stressed syllable. This usually remains the main stress even when we add a prefix or suffix – the exception is *-ation*. However, there is usually secondary stress on prefixes, e.g. *un-* in *unemployment*.

a Underline the main stressed syllable in these words.

a|cco|mmo|da|tion an|ti|so|cial bi|lin|gual en|ter|tain|ment
go|vern|ment home|less lone|li|ness mul|ti|cul|tu|ral
neigh|bour|hood o|ver|crow|ded po|ver|ty un|der|de|ve|loped
un|em|ploy|ment van|da|li|sm

b 9.18 Listen and check. Practise saying the words.

c Talk in small groups. Give reasons and examples.

Which city (or region) in your country or abroad do you think...?

- is very multicultural
- offers great entertainment
- has low levels of poverty and unemployment
- has a bilingual or trilingual population
- is very eco-friendly

- is very overcrowded
- has very serious pollution problems
- has a lot of homeless people
- has some very dangerous neighbourhoods
- suffers from vandalism and antisocial behavior

7 WRITING

W **p.121 Writing** A report Write about the features of a city you know.

8&9 Colloquial English Talking about...

1 THE INTERVIEW Part 1

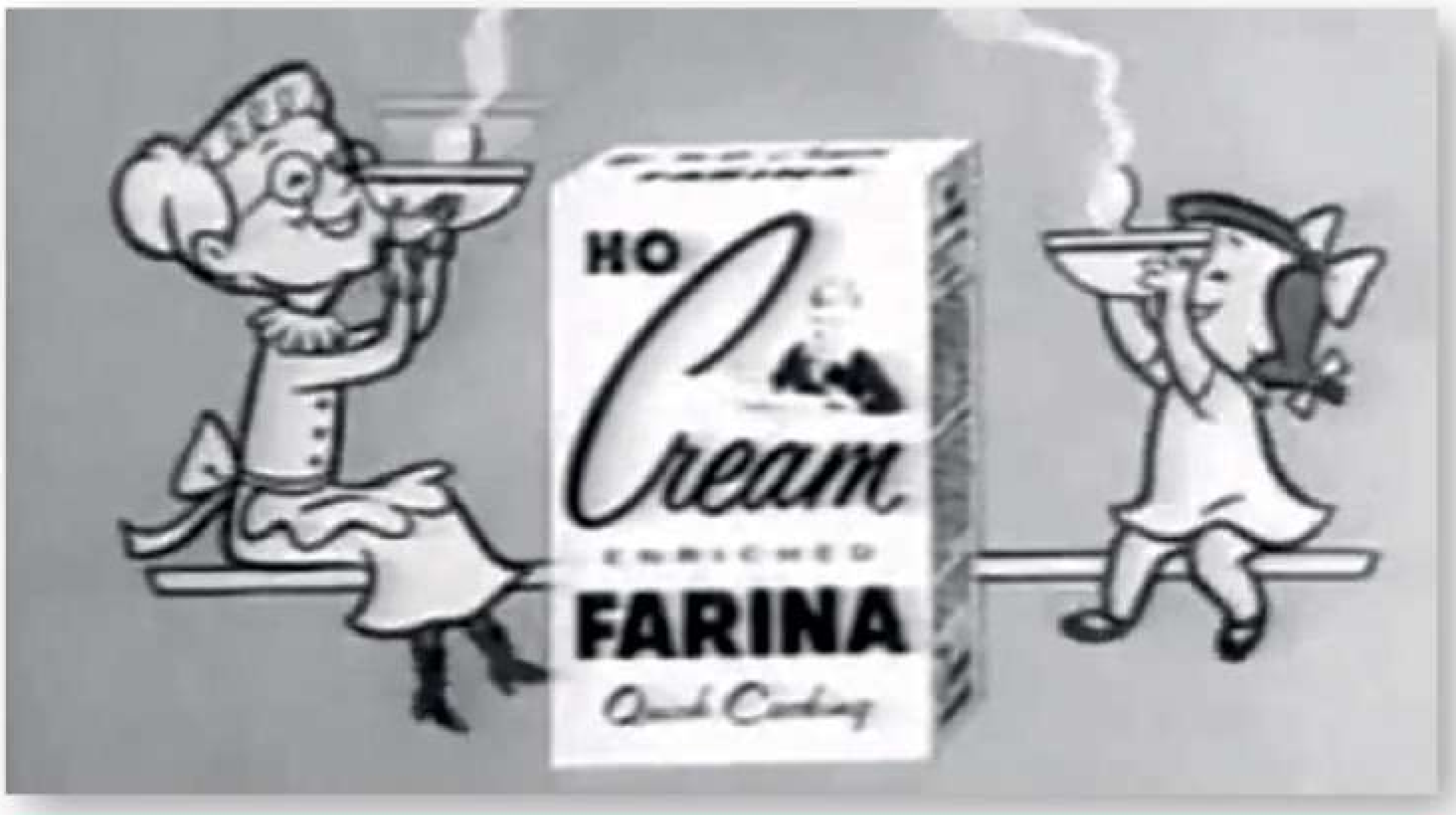
a Read the biographical information about George Tannenbaum. Have you seen any adverts for the companies he has worked with?

George Tannenbaum was born in 1957 in Yonkers, New York and was educated at Columbia University in New York. He has worked on advertising campaigns for many well-known companies such as IBM, Mercedes-Benz, Gillette, Citibank, and FedEx.

Today, he is Executive Creative Director and Copy Chief at Ogilvy and Mather Advertising in New York.

b Watch Part 1 of an interview with him and answer the questions.

1 Which other members of his family have worked in advertising?
2 When did George start working in advertising?
3 What wasn't he allowed to do when the family were watching TV?
4 Why does he think jingles are so memorable?
5 What kind of adverts were the H.O. Farina TV commercials?
6 What happens in the story of Wilhelmina and Willie?



Glossary

jingle a short song or tune that is easy to remember and is used in advertising on radio or television

H.O. Farina a company which has been making cereals since the 1940s. They ran an advertising campaign in the 50s based on a cartoon character called Wilhelmina.

c Are there any jingles or slogans that you remember from your childhood? Why do you think they were so memorable? Are there any others that have got into your head since then?

Part 2

BOSS
RAINBOW MOUNTAIN BLEND
缶コーヒーの、
BOSS
DN·Board

Tommy Lee Jones in a BOSS advertising campaign

a Watch Part 2. Complete the notes with one or two words.

1 George says that a commercial is made up of three elements:
   1 __________
   2 __________
   3 __________
2 The acronym AIDA stands for:
   A __________
   I __________
   D __________
   A __________
3 According to George, using a celebrity in advertising is a way of __________, but he isn't a __________ of it.
4 George thinks that humour in advertising is __________.

Glossary

a depilatory /ə dɪˈpɪlətri/ a product used for removing unwanted hair

Tommy Lee Jones a US actor born in 1946, winner of an Oscar for the 1993 film *The Fugitive*

Mad Men a well-known US TV series about advertising executives in the 1960s who worked in offices in Madison Avenue in New York

b How important do you think celebrities are in advertising? What about humour?

advertising

Part 3

Think different.

a Watch Part 3 and circle the correct phrase.

1 He thinks that billboard and TV advertising will *remain important / slowly decline*.
2 He tends to notice *only bad adverts / only well-made adverts*.
3 He thinks Nike adverts are very successful *because of their logo and slogan / because they make people feel good about themselves*.
4 He thinks Apple's approach to advertising was very *innovative / repetitive*.
5 Their advertising message was *honest and clear / modern and informative*.

Glossary
billboard /ˈbɪlbɔːd/ a large board on the outside of a building or at the side of the road, used for putting advertisements on

b Are there many billboards in your town or city? Do you think they make the streets uglier or more attractive?

2 LOOKING AT LANGUAGE

Metaphors and idiomatic expressions
George Tannenbaum uses a lot of metaphors and idiomatic expressions to make his language more colourful, e.g. *took the baton* = carry on in the family tradition, (from relay races in athletics).

a Watch some extracts from the interview and complete the missing words.

1 'You know they, what do they call them, __________ **worms**?'
2 'They **get into your** __________ and you can't get them out sometimes…'
3 'And I bet you I'm getting this __________ **for word** if you could find it.'
4 '…we do live in a celebrity culture and people, you know, **their ears** __________ **up** when they see a celebrity.'
5 'Have billboards and TV commercials **had their** __________?'
6 '…because you've got a **captive** __________.'
7 'they became kind of the gold standard and they rarely **hit a** __________ **note**.'

b Look at the **bold** expressions in **a** with a partner. What do you think they mean?

3 THE CONVERSATION

Simon
Joanne
Syinat

a Watch the conversation. What do they all conclude by the end?

b Watch again. Mark the sentences **T** (true) or **F** (false).

1 Syinat thinks we recognize certain brands because we are surrounded by advertising.
2 Joanne says her children don't see advertising at home because they don't have a TV.
3 Simon sometimes buys things without realizing that he's been influenced by advertising.
4 Joanne says her children don't understand the power of advertising.
5 Simon thinks it's a good idea to restrict advertising to children, like in Sweden.
6 Syinat thinks advertising doesn't really affect children.

c Do you agree with the participants that everybody is influenced by advertising?

d Watch the extracts and complete the highlighted phrases. In which extracts does the speaker a) give themselves time to think, b) make something clearer?

1 …and you're being influenced, so, for example we, __________ __________ __________ certain brands just because they're everywhere around us.
2 You know, we barely, we __________ __________ __________ watch TV and we have a TV, we just don't watch very much…
3 …but you see pictures in magazines and they're starting to be – my eleven-year-old, is __________ __________ __________ a little bit more cynical about what he sees…
4 Yeah, especially for children, I mean I, I, __________ __________, __________ __________ younger siblings and it's kind of like 'Ooh, all of my friends have this toy, so I must have it as well'
5 So, I think, um, __________ __________ definitely I think that the answer to the question is yes…

e Now have a conversation in groups of three.

1 Are there any products you think shouldn't be advertised, or shouldn't be advertised to young children?
2 Do you think adverts reinforce stereotypes?

10A Science fact, science-fiction

> In science, we must be interested in things, not in persons.
> *Marie Curie Sklodowska, Polish scientist*

G quantifiers: *all, every, both*, etc. **V** science **P** stress in word families

1 SPEAKING & LISTENING

a Look at the cartoon. Do you think the father gives a good answer? Why (not)?

b Read the article. With a partner, try to explain the meaning of the highlighted science words. Use the context to help you.

c Now answer questions 1–8. Choose the correct option.

d 10.1 Listen to a scientist explaining each fact. Did you get the answers right?

e Listen again. What did the scientist say about…?

1 the reason we can see more blue light than violet light
2 the effect of the Sun's heat on sea water
3 the number of daylight hours that the moon is visible
4 six hours per year
5 what happens in your brain when you blink
6 the function of the cornea
7 the effect of cooler air on water vapour
8 what happens when something with a high mass is compressed

f Which questions do you think you could now answer if you were asked them by a child?

Daddy, why…?

'Why is the sky blue?' 'Why is the sea salty?' Children are always asking difficult questions like these about the world around us, but in a recent survey, nearly 25% of parents said they didn't know the answers, and 21% admitted that they made the answers up!

Can you answer eight simple science questions that parents struggle to answer?

1 Why is the sky blue?

A Because the light from the Sun reflects off the blue water of the ocean.
B Because the Earth's atmosphere scatters more blue light than red light from the Sun.

2 Why is the sea salty?

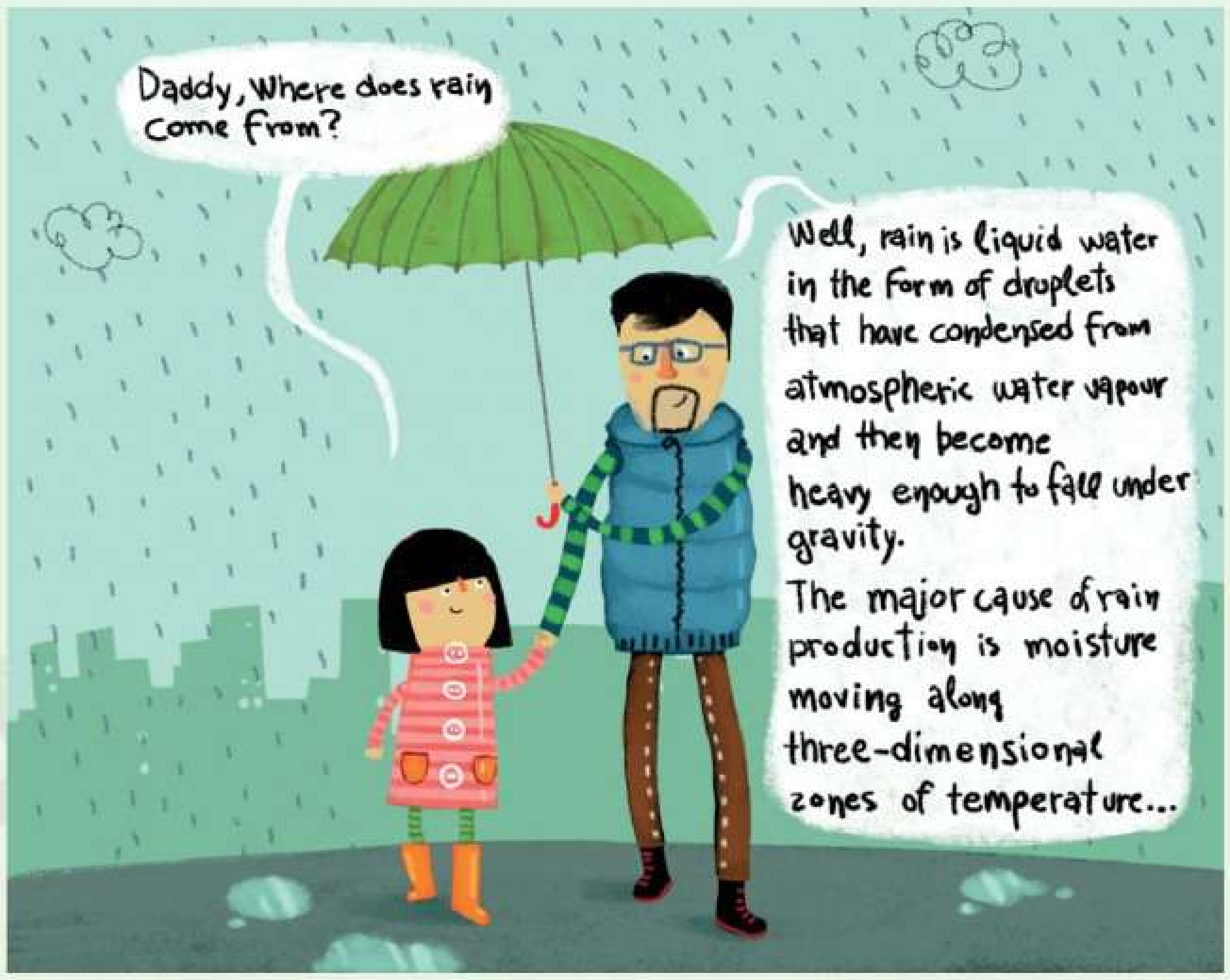
A Because salt dissolves into the water from seaweed and other plants.
B Because salt dissolves into the water from the land around it.

3 Why can we sometimes see the moon during the day?

A Because as it rotates around the Earth, it reflects the Sun's rays during daytime as well as night time.
B Because sometimes during the day, the Sun doesn't shine as brightly.

4 Why do we have a leap year?

A Because every four years, the Earth goes round the Sun slightly faster.
B Because the Earth takes slightly more than 365 days to go round the Sun.


Daddy, Where does rain come from?
Well, rain is liquid water in the form of droplets that have condensed from atmospheric water vapour and then become heavy enough to fall under gravity. The major cause of rain production is moisture moving along three-dimensional zones of temperature...

5 Why do we blink?

A To keep our eyes moist and clean.
B To help us stay awake.

6 Why does cutting onions make us cry?

A Because they produce a gas which irritates our eyes.
B Because they give off dry particles which irritate our eyes.

7 What is a cloud?

A A mixture of warm gases rising from the Earth.
B A mixture of water vapour, ice, and dust floating in the sky.

8 What is a black hole?

A A place in space where gravity pulls so hard that even light cannot get out.
B A 'vacuum cleaner' in space that swallows up everything around it.

Adapted from The Telegraph

2 VOCABULARY & PRONUNCIATION science; stress in word families

a Look at the questions and complete the subject column in the chart.

What is the name for the study of....?

1 the natural and physical world
2 forces, heat, light, sound, and electricity
3 how solids, liquids, and gases react with each other
4 people, animals, and plants
5 the moon and the planets
6 how characteristics are passed through generations
7 plants and their structure
8 animals and their behaviour

subject	person	adjective
1 *science*	*scientist*	*scientific*
2		
3		
4		
5		
6		
7		
8		

b 10.2 Listen and check. Then try to complete the other two columns.

Stress in word families
In some word groups, the stressed syllable changes in the different parts of speech, e.g. *science*, *scientist*, *scientific*.

c 10.3 Listen and check. Underline the stressed syllables in the words. In which groups does the stress change on the adjective?

d Practise saying the word groups.

e 10.4 Listen and write six phrases using words from the chart in **a**.

f Complete the sentences with a word from the list.

clone discovery drugs ~~experiments~~ guinea pigs laboratory research side effects tests theory

1 Scientists **carry out** *experiments* in a ___________.
2 Archimedes **made** an important ___________ in his bath.
3 Isaac Newton's experiments **proved** his ___________ that gravity existed.
4 Before a **pharmaceutical company** can sell new ___________, they have to do ___________ to make sure they are safe.
5 Scientists have to **do** a lot of ___________ into the possible ___________ of new drugs.
6 People can **volunteer** to be ___________ in **clinical trials**.
7 In 1996, scientists were able for the first time to ___________ a sheep, which they named Dolly.

g 10.5 Listen and check, and mark the stress on the multi-syllable words in **bold**. Practise saying the sentences.

3 SPEAKING

Work with a partner. **A** interview **B** with the questions in the green circles. Then **B** interview **A** with the blue circles.

Which scientific subjects do / did you study at school? What do / did you enjoy the most / the least?

Do you think it's more important to study science than arts at school / university?

Which scientist (living or dead) do you most admire? Why?

Which scientific subjects from school are / have been most useful to you?

Are you happy to eat genetically-modified food? Why (not)?

If you were ill, would you agree to be a guinea pig for a new kind of treatment?

Do you think it is acceptable for animals to be used for cosmetics testing? Is any animal testing acceptable?

Is it worth spending millions of pounds sending expeditions to distant planets, e.g. Mars? Why (not)?

Would you clone your pet? Do you think it will ever be acceptable to clone a person?

What would you most like scientists to discover in the near future?

4 READING

a Talk to a partner. Have you seen any films or TV programmes, or read any books, where…?

- people discover aliens that look a bit like humans on another planet
- spaceships travel faster than the speed of light
- people can teleport themselves long distances
- people can make themselves invisible
- machines look and behave like humans
- people can learn something very quickly by plugging themselves into a computer

b Read an article about the sci-fi concepts in **a**. Score each one from 1–5, according to what the writer says about how likely it is to happen (1 = very unlikely, 5 = very likely). Then compare with a partner. Did you agree on the scores?

The reality of sci-fi

Just how plausible are the ideas we hear about in science-fiction? *LiveScience* examines some popular concepts.

Aliens that look like us

Many fictional aliens have a human-type body. But how likely is it that intelligent alien life would develop a body shape similar to ours? It seems unlikely that organisms evolving for millions of years on another world would fit comfortably into our clothes. But the evolutionary circumstances on alien planets may have been similar to those that led humans to develop arms and legs, and fingers to manipulate tools. Some scientists say that our two-legged, symmetrical body shape could be the 'optimal design for an intelligent being'. Perhaps there is no other choice than for intelligent aliens to look like humans.

Travelling faster than light

Einstein's general theory of relativity says that nothing can travel faster than light. However, this theory doesn't place limits on the speed at which space expands or contracts. Some physicists believe that faster-than-light travel is a real possibility. A type of energy bubble around a spaceship, for instance, could in theory make space-time contract in front of the ship and expand behind it. Gerald Cleaver, a physicist at Baylor University, says that the objects inside the bubble would move faster than the speed of light in relation to the space around.

Teleportation

Digital information can be transmitted via computers, and in a similar way, some physicists have transmitted another type of information (called quantum information) nearly 10 miles (16 kms). However, this is a long way from teleporting actual material, or indeed, a person. Scientifically speaking, teleportation faces extreme obstacles. There are ideas for how to do it, but these are only speculative at the moment.

Invisibility cloaks

In the Star Trek universe, enemies hide, or 'cloak', their spaceships. Scientists say that anti-detection technologies might be possible, but invisibility cloaks like those in science-fiction and fantasy are quite a way off. 'What you see in Harry Potter is far-fetched,' says David Smith, professor of electrical and computer engineering at Duke University. 'However, in the last few years, researchers have made a lot of progress on making objects invisible. Partial cloaks that work like sophisticated camouflage – rather like the alien in the 1987 movie *Predator* – might be achievable', says Smith.

Intelligent machines

Robots and computers are already far better than humans at factory work or calculations. However, machines still cannot manage many basic activities, such as tying a shoelace while having a conversation. 'From 50 to 60 years of Artificial Intelligence research, we know that teaching machines to do a specific task, for example, playing a game, is a lot easier than creating a machine that has the common sense of a three-year-old child,' said Shlomo Zilberstein, a professor of computer science. Many scientists believe that highly intelligent machines will be available in the coming decades. But it is questionable whether computers will achieve the human-like ability to feel or understand free will – an idea at the heart of many sci-fi stories.

Instant learning

In the film *The Matrix*, knowledge can be uploaded into the brain in seconds, via a computer plugged into the skull. Some emerging research suggests that the speed at which we learn a skill can be technologically boosted. For instance, scientists have managed to stimulate the brain to improve performance of visual tasks. Perhaps someday, the acquisition of knowledge and skills could happen at broadband-like speeds via surgically implanted and plug-in hardware. 'The concept is not totally implausible,' says neuroscientist Bruce McNaughton. 'But it might take a couple of hundred years.'

Adapted from the LiveScience website

c With a partner, look at the highlighted words and phrases in the article on p.98. Check what ideas they refer to. Then decide whether they mean a) quite likely, b) not very likely, but possible, or c) extremely unlikely.

d Which thing in the article do you think…?

- might happen in the next 50 years
- you would really like to happen
- will never happen

Talking about future possibilities

I'm pretty sure…will

I'd really like…to happen / exist / be invented

I don't think…will ever…

e In small groups, discuss the possibility of the following things happening, and whether or not they would be a good thing.

a colony on Mars
bringing extinct animals back to life
flying cars
space tourism
controlling the weather

5 GRAMMAR quantifiers: *all*, *every*, *both*, etc.

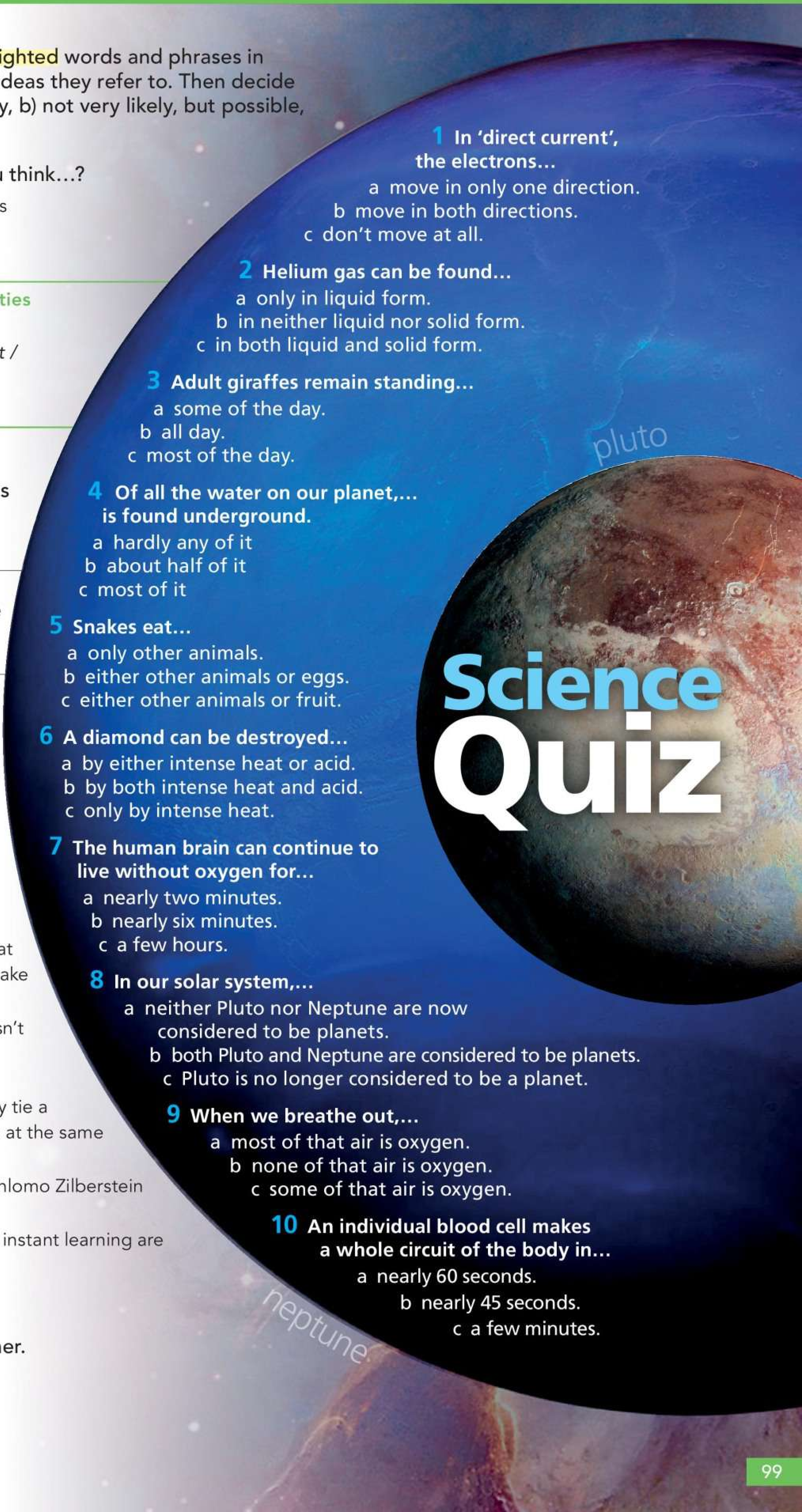
a With a partner, circle the correct word or phrase.

1 Some scientists think that *all / every* intelligent aliens would have a human-like body shape.
2 *All the / All* evidence suggests that scientists could invent a way to make things invisible.
3 Einstein's theory of relativity doesn't explain *all / everything* about the universe.
4 *No / None* machines can currently tie a shoelace and hold a conversation at the same time.
5 *Both / Both of* David Smith and Shlomo Zilberstein are computer scientists.
6 *Either / Neither* teleportation nor instant learning are going to be easy to achieve.

b **G p.150 Grammar Bank 10A**

c Do the Science quiz with a partner.

d 10.9 Listen and check.



Science Quiz

1 In 'direct current', the electrons…
a move in only one direction.
b move in both directions.
c don't move at all.

2 Helium gas can be found…
a only in liquid form.
b in neither liquid nor solid form.
c in both liquid and solid form.

3 Adult giraffes remain standing…
a some of the day.
b all day.
c most of the day.

4 Of all the water on our planet,… is found underground.
a hardly any of it
b about half of it
c most of it

5 Snakes eat…
a only other animals.
b either other animals or eggs.
c either other animals or fruit.

6 A diamond can be destroyed…
a by either intense heat or acid.
b by both intense heat and acid.
c only by intense heat.

7 The human brain can continue to live without oxygen for…
a nearly two minutes.
b nearly six minutes.
c a few hours.

8 In our solar system,…
a neither Pluto nor Neptune are now considered to be planets.
b both Pluto and Neptune are considered to be planets.
c Pluto is no longer considered to be a planet.

9 When we breathe out,…
a most of that air is oxygen.
b none of that air is oxygen.
c some of that air is oxygen.

10 An individual blood cell makes a whole circuit of the body in…
a nearly 60 seconds.
b nearly 45 seconds.
c a few minutes.

10B Free speech

> Tell the audience what you're going to say, say it, then tell them what you've said.
> *Dale Carnegie, US writer and lecturer*

G articles **V** collocation: word pairs **P** pausing and sentence stress

1 GRAMMAR articles

a Who was the first man to walk on the moon? In what year?

b 10.10 Listen to the original recording of the first words spoken from the moon. With a partner, try to complete the sentence and answer the questions.

THAT'S ONE __________ STEP FOR __________,
ONE GIANT LEAP FOR __________.

1 What do you think the difference is between *a step* and *a leap*?
2 What do you think *mankind* means?

c 10.11 Listen to an interview about the moon landing. What was the controversy about the words Armstrong actually said? What's the difference in meaning between *a man* and *man*? Did new technology prove him right or wrong?

d Listen again and answer the questions.

1 When did Armstrong write the words he was planning to say when he first stepped on the moon?
2 Does Armstrong say he wrote, *'That's one small step for man…'* or *'That's one small step for a man…'*?
3 Why doesn't the sentence everybody heard make sense?
4 What did Armstrong think he said?
5 Who is Peter Shann Ford? What did he discover?
6 How did Armstrong feel when he heard about this?

e Read some more facts about Armstrong. Are the highlighted phrases grammatically right or wrong? Correct the mistakes.

1 Neil Armstrong was born in the USA.
2 He was a shy boy, who loved the books and the music.
3 He studied aeronautical engineering at the university.
4 He was the first man who set foot on moon.
5 His famous words were heard by people all over the world.
6 Before becoming a astronaut, he worked for the US navy.
7 After 1994, he refused to give the autographs.
8 In 2005, he was involved in a lawsuit with an ex-barber, who tried to sell some of the Armstrong's hair.

f **G p.151 Grammar Bank 10B**

g **C Communication** True or false **A p.110 B p.114**
Complete quiz sentences with articles.

2 READING

a Read the introduction to the article. What do the highlighted words and phrases mean?

b Look at the eight people in the photos on p.101. What do you know about them? Match sound bites A–H to the people in the photos.

A **'I have the heart and stomach of a king.'**
B **'Government of the people, by the people, for the people.'**
C **'The laws that men have made.'**
D **'We shall never surrender.'**
E **'Ask not what your country can do for you; ask what you can do for your country.'**
F **'I have a dream.'**
G **'It is an ideal for which I am prepared to die.'**
H **'Yes, we can.'**

c 10.15 Listen and check.

d Now read about the circumstances in which four of the speeches in **b** were made. Complete them with the person and the sound bite. Do you know in what context the other four people made their speeches?

e Read about the speeches again and answer the questions with **QE**, **AL**, **EP** or **NM**.

Who…?

1 ☐ conveyed his / her message without mentioning a key word
2 ☐ gave part of his / her speech without notes
3 ☐ gave the speech before a famous sea battle
4 ☐ summed up his / her message in ten words
5 ☐ wanted to convince his / her critics at home that they were wrong
6 ☐ was applauded for a long time after the speech
7 ☐ was helped in the delivery of the speech by his / her former occupation
8 ☐ did not live to see his / her cause made law

f Talk to a partner.

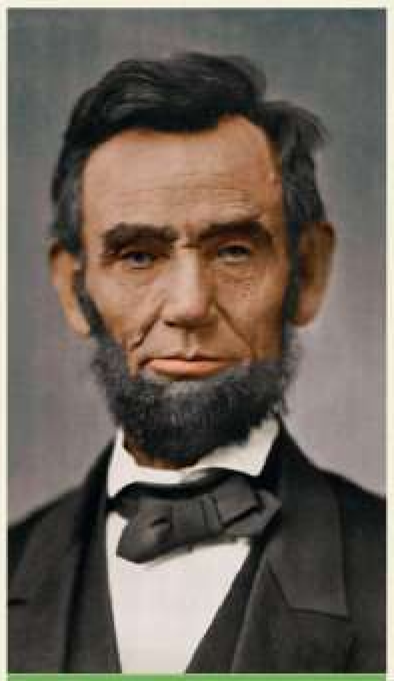
1 Whose speech would you most like to have heard? Why?
2 Do you know anyone today who you consider to be a great speaker?
3 Which past or present politicians or public figures in your country do you think are or were a) very good speakers, b) very poor speakers?

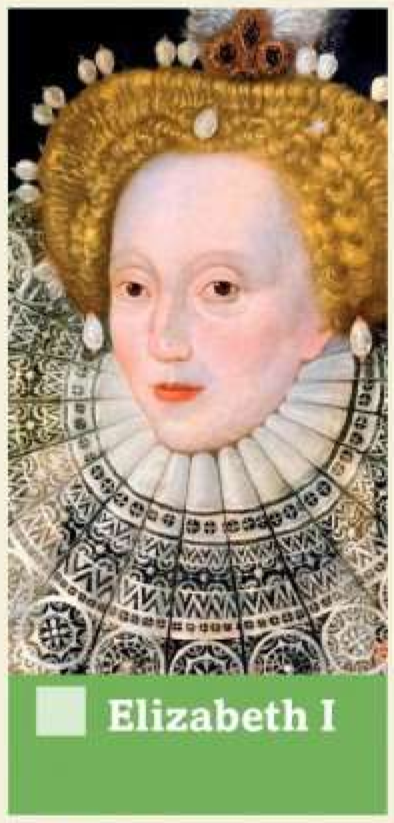
The best speeches of all time

☐ **Barack Obama**

☐ **Emmeline Pankhurst**

☐ **Nelson Mandela**


☐ **Abraham Lincoln**


☐ **Elizabeth I**

☐ **Winston Churchill**

☐ **John F Kennedy**

☐ **Martin Luther King**

Using [1]sound bites and having [2]the gift of the gab – the secrets of some of the world's greatest orators.

The perfect speaker, says Cicero, the Roman statesman considered the greatest [3]orator of all time, must be well read in the history of his country and the politics of the day. He (it was always 'he' in those days) must command the language with humour, [4]wit and psychological insight. The main point, though, says Cicero, is that you need to know the main point. If you cannot describe your main point, you probably haven't got one. By this standard, who is or was a great speaker? Who gave the finest speeches?

1 ________________ to her troops before the invasion of the Spanish Armada **Tilbury (port on the River Thames), August 9, 1588**

THE SOUND BITE ________________

WHY IS IT SO GOOD? This is a speech all about character, and it is a defiant speech about gender. With the Spanish Armada gathering in the North Sea, about to attack, Elizabeth knew the nation was in peril and that she faced her sternest test. She would have known, as she spoke at Tilbury, that at court, people were saying that a woman could not command the armed forces. A failure by a king would be attributed to one of many factors. A failure by a queen would be put down to her gender. Rather than ignore the question, Elizabeth chooses, brilliantly, to confront it.

2 ________________ to soldiers during the American Civil War **Gettysburg, Pennsylvania, November 19, 1863**

THE SOUND BITE ________________

WHY IS IT SO GOOD? Lincoln describes the ideal of democratic government in a single sentence. He gets so much into those ten words that it is surprising he needs all 272 for the whole speech. Lincoln is saying that the Civil War has to be waged for the principles of the founding fathers, who drafted the Declaration of Independence, particularly the principle of all people being equal, and at this moment, they are being betrayed. What he means, in a word he never actually uses, is slavery. Almost every American president since Lincoln has gone to Gettysburg, usually on Memorial Day, to pay homage to Lincoln and to the American constitution. One who did not was John F Kennedy, who, in 1963, had to ask ex-president Eisenhower to stand in for him. Kennedy had to go down to Dallas on urgent political business. He never came back.

3 ________________, campaigning for votes for women **Portman Rooms, London, March 24, 1908**

THE SOUND BITE ________________

WHY IS IT SO GOOD? Some of the finest speakers in the history of rhetoric got into trouble because of their speeches. Pankhurst was in prison several times, and gave this speech after being released from one of them. The audience was not expecting her to appear, and the ovation when she did was prolonged. Over and above the injustice of women being excluded from the vote, she is making the practical case that the law would be improved and democracy would be enriched if it opened the door to women. Tragically, Pankhurst died three weeks before her case was accepted by the British government in 1928.

4 ________________ at his trial **Supreme Court of South Africa, Pretoria, April 20, 1964**

THE SOUND BITE ________________

WHY IS IT SO GOOD? The greatest speeches are the words said at the most momentous occasions, as here, where a political prisoner pleads for his life against an unjust apartheid state. Mandela speaks for more than three hours. Throughout, he is extremely reasonable, like the lawyer he once was, taking pains to reassure the white population he means them no harm. He had learned the last words by heart, and delivered them from memory, looking directly at Judge De Wet. When he finished, there was a 30-second pause – an eternity. In the gallery, a woman burst into tears.

Adapted from The Times

3 LISTENING & SPEAKING

a Have you ever had to make a speech or give a talk or presentation in front of a lot of people? When and where? How did you feel? Was it a success?

b Look at the cartoon. What point is it making about public speaking?

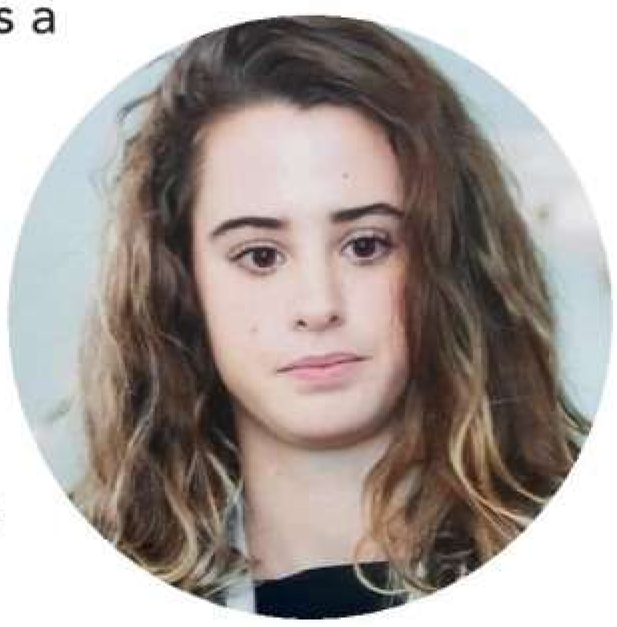
c 🔊 10.16 Now listen to Part 1 of a radio programme where expert Lynne Parker gives tips for public speaking. Complete her six tips using between one and four words. Were any of your ideas mentioned?

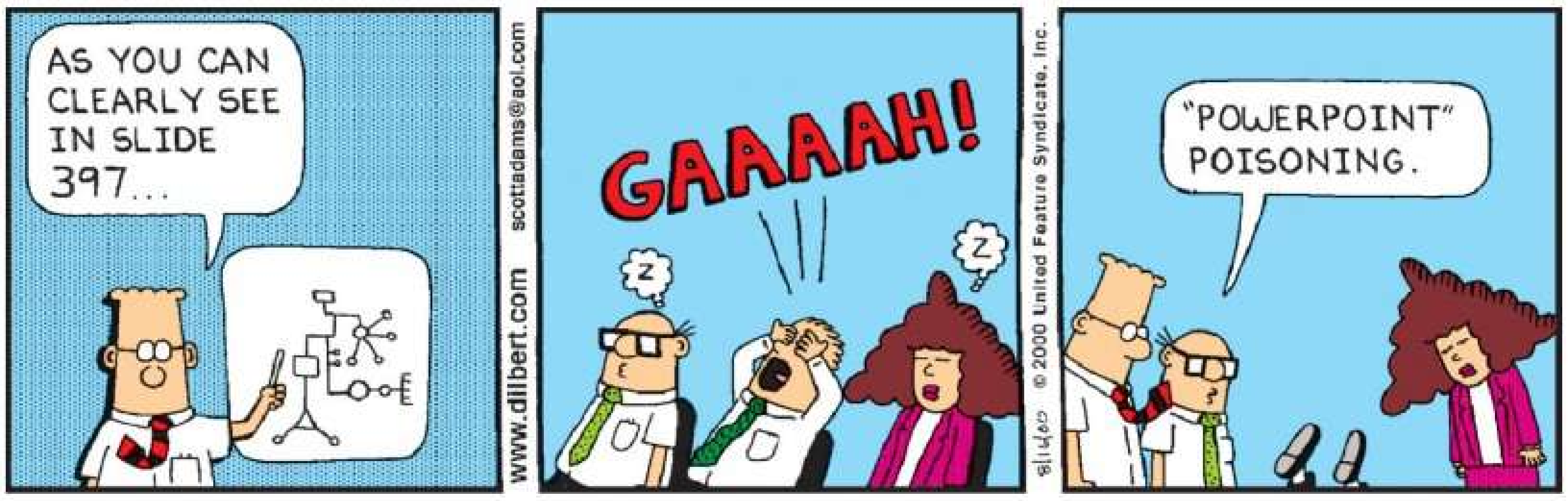
1 Be __________.
2 If you're using PowerPoint, don't just __________.
3 Maintain __________ with your audience.
4 __________, __________, __________.
5 Include a couple of good __________.
6 Listen to __________.

d Listen again and add more information about each tip.

	Dos	Don'ts
Tip 1		
Tip 2		–
Tip 3		
Tip 4		–
Tip 5		
Tip 6		–

e 🔊 10.17 Now listen to Part 2, an interview with Anya Edwards from Chile, who was a finalist in an International Public Speaking competition. Does she agree with any of Lynne's points?




AS YOU CAN CLEARLY SEE IN SLIDE 397...
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"POWERPOINT" POISONING.

f Listen again. Choose a, b, or c.

1 Participants in the competition have to first compete ____.
   a in London **b** in their own country **c** in their own language
2 In the impromptu speech in the finals, you have to speak for ____ minutes.
   a three **b** five **c** fifteen
3 Anya thinks that being nervous is ____.
   a unavoidable **b** an advantage **c** a disadvantage
4 She thinks public speaking is more difficult than acting because ____.
   a you have to know your subject **b** you have to be more convincing
   c you have less support
5 She thinks learning to speak in public ____.
   a was useful for her, but may not be useful for everybody
   b is useful for everybody **c** wasn't a particularly useful experience
6 Her tip for creating the content of a speech is to start by ____.
   a recording ideas **b** drawing a mind map
   c organizing your thoughts

g Which one tip did you think was the most useful? Were there any that you don't really agree with?

4 VOCABULARY collocation: word pairs

Word pairs

*Try not to continually walk **up and down**...*

Some pairs of words in English which go together always come in a certain order, for example, we always say *black and white*, not *white and black*. This order may sometimes be different in your language. Some word pairs are idioms, e.g. *do's and dont's* means things you should or shouldn't do.

a How do you say *up and down* and *black and white* in your language? Are the words in the same order?

b Take one word from **box A** and match it to another from **box B**. Then decide which word comes first, and join them with *and*.

A backwards, effect, forget, health, learn, lightning, pros, quiet, supply, sweet

B cause, cons, demand, forgive, forwards, live, peace, safety, short, thunder

c Look at some common word pairs joined with *or*. What is the second word?

right or __________
now or __________
more or __________
sooner or __________
all or __________
once or __________
dead or __________
rain or __________

d 🔊 10.18 Listen and check your answers to **b** and **c**.

e **Match the word pair idioms to their meanings.**

1 ☐ I'm sick and tired of hearing you complain.
2 ☐ I didn't buy much, just a few bits and pieces.
3 ☐ I get headaches now and again.
4 **A** What's for lunch? **B** ☐ Wait and see.
5 ☐ By and large, I enjoyed my time at school.
6 ☐ The army were called in to restore law and order.
7 ☐ Despite the storm, we arrived safe and sound.
8 ☐ It was touch and go whether we'd get to the airport in time, but luckily we just made it.

A in general
B a situation in which the law is obeyed
C fed up
D without problem or injury
E sometimes
F uncertain, with the possibility that something may go wrong
G small things
H wait patiently

f **Complete the sentences with a word pair from e.**

1 I haven't got much work to finish, just a few ________________.
2 I don't see my uncle very often, just ________________.
3 Let's ________________ if the weather improves before we decide to go out or not.
4 After lots of adventures, she arrived home ________________.
5 A few things went wrong on the first night of the play, but ________________, it was a success.
6 After the riots, the government sent soldiers in to try to establish ________________.
7 I'm ________________ of my boss! I'm going to look for a new job.
8 The operation was successful, but for a few hours it was ________________.

5 PRONUNCIATION & SPEAKING

pausing and sentence stress

a **10.19 When people give a talk, they speak more slowly than usual, and they divide what they say into small chunks, with a brief pause between each. Listen to the beginning of a talk and mark the pauses.**

> Good afternoon everyone/and thank you for coming. I'm going to talk to you today about one of my hobbies, baking. I've loved baking since I was a child. My grandmother taught me to make simple biscuits and cakes, and later, when I was a teenager, I watched a lot of TV programmes and online videos to learn how to make more complicated ones. What I like about baking is that it's very creative and it makes other people happy…

b **Now practise giving the beginning of the talk, pausing and trying to get the correct rhythm.**

c **You are going to give a three-minute presentation to other students. You can choose what to talk about, for example:**

- a hobby you have or a sport you play
- an interesting person in your family
- a famous person you admire
- the good and bad side of your job or course

Decide what you are going to talk about and make a plan of what you want to say.

d **In groups, take turns to give your presentation. Then have a short question and answer session.**

6 VIDEO LISTENING

a **Watch a short film called *Giving presentations: a voice coach*. What did Sandie criticise Louise for in her first presentation? What suggestions did she make? How did she think Louise had improved at the end of the session?**

b **Watch it again and complete the sentences with two or three words.**

1 The one thing Louise hates about her job is __________ __________.
2 Nowadays, in most jobs you need to be able to deliver a message __________ and __________.
3 RADA opened in the Haymarket in __________ in the year __________.
4 Actors and public speakers use a lot of the __________ __________ to engage an audience.
5 The RADA approach can be summarized as '__________, __________, __________'.
6 After Louise's first presentation, the instructor gives her some __________ __________.
7 Louise learns that getting your __________ __________ right will help your breathing.
8 In public speaking, it's important to __________ an __________ from the beginning.
9 It's equally important to end on a __________ __________.
10 The RADA technique gives you the skills to __________ in __________.

c **What did you learn that might help you next time you have to speak in public?**

9&10 Revise and Check

GRAMMAR

Choose a, b, or c.

1 He got a good job, ____ not having the right degree.
a although b despite c in spite
2 My uncle still works, ____ he won the lottery last year.
a in spite of b despite c even though
3 I called my sister to remind her ____ the flowers.
a to buy b for buy c for buying
4 Jane opened the door quietly ____ her parents up.
a to not wake b so that she not wake
c so as not to wake
5 Adrian is looking for ____ in London.
a some cheap accommodations
b some cheap accommodation
c a cheap accommodation
6 Let me give you ____ – don't marry him!
a a piece of advice b an advice c some advices
7 I need to buy a new ____.
a trouser b trousers c pair of trousers
8 There's ____ milk. I'll have to get some from the shop.
a no b any c none
9 ____ in that shop is incredibly expensive.
a All b All of them c Everything
10 They shouldn't go sailing because ____ of them can swim.
a both b either c neither
11 Let's take them ____ flowers or chocolates when we go for dinner.
a both b either c neither
12 I was in ____ hospital for two weeks with a broken leg.
a the b – c a
13 I now live next door to ____ school where I used to go.
a the b – c a
14 ____ Lake Constance is the biggest lake in Switzerland.
a The b – c A
15 ____ British Museum is in central London.
a The b – c A

VOCABULARY

a Complete with the correct form of the **bold** word.

1 Many people think that behaviour is __________ rather than learnt. **gene**
2 Many important __________ discoveries were made in the 19th century. **science**
3 We live in a very safe __________. **neighbour**
4 Many people in big cities suffer from __________. **lonely**
5 His __________ came as a terrible shock. **die**

b Add a prefix to the **bold** word.

1 New Delhi in India is a very **populated** city.
2 I asked for an aspirin, but the receptionist didn't understand me because I had **pronounced** it.
3 A **national** company is a large company that operates in several different countries.
4 Gandhi wrote most of his **biography** in 1929.
5 Anne is unhappy with her job, because she's **paid**.

c Complete the missing words.

1 Will the company make a l__________ this year?
2 He borrowed £10,000 to s__________ __________ his own business.
3 Ikea is the market l__________ in cheap furniture.
4 The company are planning to l__________ their new product in the spring.
5 The bank has br__________ all over the country.
6 It's a bad idea to mix b__________ with pleasure.
7 In a property boom, house prices r__________.
8 The drug has some very unpleasant s__________ effects.
9 We need to c__________ out some more experiments.
10 Would you ever be a g__________ pig in a clinical trial?

d Complete the two-word phrases.

1 I'm going to the mountains for some peace and __________.
2 He arrived back from his adventure safe and __________.
3 Sooner or __________, we'll have to make a decision.
4 It's a very dangerous city. There's no law and __________.
5 It's our last chance to do this. It's now or __________.

PRONUNCIATION

a Circle the word with a different sound.

1	æ	branch	expand	antidote	gravity
2	ɒ	product	government	poverty	modernism
3	ɪə	volunteer	theory	research	idea
4	ʃ	recession	expectation	decision	antisocial
5	θ	death	though	width	thought

b Underline the main stressed syllable.

1 bi|o|lo|gi|cal
2 phy|si|cist
3 mul|ti|cul|tu|ral
4 in|crease (*verb*)
5 man|u|fac|ture

CAN YOU understand this text?

a Read the article once. Why did Stephen Hawking never change his computer voice?

b Read the article again and choose a, b, or c.

1 Stephen Hawking used a computer voice synthesizer to communicate for over...
  a 30 years.
  b 40 years.
  c 55 years.
2 He started using the voice when…
  a he was diagnosed with motor neurone disease.
  b he lost the power of speech after an operation.
  c pneumonia caused him to lose his voice.
3 His accent surprised people because…
  a the synthesizer was made in Britain.
  b they expected his voice to sound British.
  c American accents were not popular in Britain.
4 Stephen Hawking…
  a thought that his accent sounded very American.
  b told the Queen that his accent wasn't American.
  c said his accent sounded different to different people.

▶ CAN YOU understand these people?

10.20 Watch or listen and choose a, b, or c.

1 Thomas

2 Devika

3 Noel

4 Sophie

1 Thomas admires Nike because of its ____.
  a slogan and customer service
  b logo and marketing
  c name and the quality of its product
2 Devika thinks that ____ cities will change a lot in the next 20 years.
  a some European
  b modern, wealthy cities
  c developing industrial
3 Noel thinks that science ____.
  a is just as creative as the arts
  b is more useful than maths
  c should focus on climate change
4 Sophie passed her exam although ____.
  a she didn't do her PowerPoint presentation
  b she didn't enjoy doing her PowerPoint presentation
  c her PowerPoint presentation was a disaster

THE VOICE OF REASON

Why Stephen Hawking's voice computer spoke with an American accent

Stephen Hawking, the legendary English cosmologist, author of *A Brief History of Time*, was regarded as a brilliant theoretical physicist, and for the British people, a national treasure. However, his famous computer-generated voice left many people puzzled.

Hawking died in 2018 at the age of 76. In 1963, while studying at Oxford, he was diagnosed with amyotrophic lateral sclerosis (ALS), a rare form of motor neurone disease. Incredibly, despite a poor prognosis, he lived with the disease for 55 years until his death. After catching pneumonia in 1985, Hawking had to have a tracheotomy to allow him to breathe. This left him unable to speak. After that, the professor's primary means of communication was a computer voice synthesizer which he controlled first with a hand-held clicker, and later with a sensor attached to his cheek. This computer-generated voice, known by its US developers as 'Perfect Paul', became Hawking's iconic voice, recognized around the world.

One thing that puzzled many people, however, was why his computer spoke with an apparent American accent, in spite of the fact that he was born in Oxford, in the UK. The Queen even quizzed him on the matter, asking him, 'Have you still got that American voice?' when meeting him at an event at St James' Palace. He joked back, 'Yes, it is copyrighted actually.'

Hawking had previously answered the question on his own website. Explaining how his speech worked, he wrote: 'When I have built up a sentence, I can send it to my speech synthesizer. I use a separate hardware synthesizer, made by Speech Plus. It is the best I have heard, although it gives me an accent that has been described variously as Scandinavian, American, or Scottish.'

He also explained that he would have been able to change the accent of his computer when the technology advanced, but had decided against it. Hawking added: 'My old system worked well and I wrote five books with it, including *A Brief History of Time*. It has become my trademark and I wouldn't change it for a more natural voice with a British accent. I am told that children who need a computer voice want one like mine.'

Adapted from Mashable

Communication

1A INDIRECT QUESTIONS
Student A

a Make indirect questions starting with the phrase in brackets and ask them to **B**.

1 What's the time? (Could you tell me…)
2 Where were the last Olympics held? (Can you remember…)
3 Is there a good pizza restaurant near here? (Do you know…)
4 How many players are there in a baseball team? (Do you have any idea…)
5 How old are you? (Would you mind telling me…)

b Answer **B**'s questions.

1A TOUGH QUESTIONS
Student A

a You're going to interview **B** for a job as a manager in your company. Ask the tough questions below, and ask him / her to give reasons for his / her answers. Then say if you would give him / her the job and why (not).

1 Which one aspect of your personality would you change if you could, and why?
2 If you could have dinner with anyone from history, who would you choose?
3 If you were an animal, which animal would you be?
4 What kinds of things make you angry?
5 If you had to spend the rest of your life on a desert island (with plenty of food and water), what two things would you want to have with you?
6 Which TV or film character would you most like to be?
7 What's the best (or worst) decision you've ever made?
8 If I came to your house for dinner, what would you cook for me?

b Now **B** is going to interview you. Answer the questions. Try to think quickly and make a good impression. Give good reasons for your answers.

1B YOU'RE PSYCHIC, AREN'T YOU? Student A

a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **B**.

1 Your favourite colour is __________.
2 You were born in __________ (a place).
3 You really like __________ (a sport or hobby).
4 You __________ (an activity) last weekend.
5 You haven't been to __________ (a city or country).
6 You would like to be able to __________.
7 You can't __________ very well.
8 You're very good at __________.

b Now check if your guesses are true. Say the sentences to **B** and check with a question tag. Try to use falling intonation.

Your favourite colour is pink, isn't it?

c Now **B** will check his / her guesses about you. Respond with a short answer. If the guess is wrong, tell **B** the real answer.

d Count your correct guesses. Who was the better psychic?

2A MEDICAL MYTHS OR FIRST-AID FACTS?
Student A

a Read the answers carefully to questions 1, 3, and 5. Then look back at the quiz on p.16 and make notes.

b Take turns. Tell your partner the correct facts, and explain why the myths can cause problems.

1 The correct answer is **b**. Run cool or lukewarm water on the burn for between 5 and 20 minutes. This will cool the skin and stop blisters from forming.
a and **c** are **myths**. Putting anything that is oily on a burn can increase the risk of infection, and ice or iced water will make the damage worse.

3 The correct answer is **c**. Remove any wet clothes, wrap the person in something warm and dry like a coat or a blanket, especially their head, and try to protect them from the wind.
a and **b** are **myths**. Rubbing causes a person to lose more heat, and although a hot drink can also help, it should be non-alcoholic and caffeine-free.

5 The correct answers are **a** and **b**. Pinch the soft part of your nose firmly and tip your head forward.
c is a **myth**. Tipping your head backwards can be dangerous if the bleeding is severe.

2B THE JOY OF THE AGE-GAP FRIENDSHIP Student A

a Read what Dave says about John.

Dave (53) **on John** (34)

I first met John when I gave him a lift to a music festival. It was the first festival I'd been to since I was a teenager. He jumped into my car with a friend of ours. My first impression was that he was a bit ignorant because he didn't want to join in our conversation about cars, but he works as a journalist and so I thought he must be an interesting person, which, as I later found out, he is.

We go to the gym together and, mostly, we go out to the pub. Our friendship was a gradual process. I talked to him a lot and gave him advice when he was getting divorced. I also counselled his ex-wife, because I was also friendly with her – I've learned never to take sides, something I've tried to teach John. He's quite a private person, so I think it's good to get him to open up more.

I love the fact that he doesn't take himself too seriously. We're just comfortable with each other and can laugh in any situation. We both like being the centre of attention, and if one is getting more, the other won't like it. We complain about each other, but he's very loyal. I've never noticed the age difference. Hopefully, he'll be happy to push me around in a wheelchair in my old age.

b With **B**, compare what they say about each other. Talk about…

- how they met.
- what their first impressions of each other were, and how they changed.
- what they do together.
- what they have in common, and how they are different.
- what they like about each other.

c Do you think you would get on well with Dave or John?

3A FLIGHT STORIES Student A

a Read a news article about a flight. What would you have done if you had heard the announcement? How would you have felt?

NIGHTMARE OVER THE ATLANTIC

London
Miami

At 11.35 on January 13, British Airways flight BA0206 took off from Miami to London. It had been flying for about three hours, and was over the Atlantic, when suddenly a voice came out of the loudspeakers. 'This is a passenger announcement. We may shortly have to make an emergency landing on water.'

Immediately, panic broke out and passengers were screaming and shouting. Most people thought that the plane was about to crash into the Atlantic. But about 30 seconds later, the cabin crew started to run up and down the aisle saying that the message had been played by accident, and that everything was OK. By this time, a lot of the passengers were crying, and trying to get their life jackets out from under their seats.

Afterwards, many passengers said that they had been traumatized, and that it had been the worst experience of their lives. They complained that the captain hadn't given them any explanation until just before landing, and even then, hadn't told them what had really happened. Later, a British Airways spokesman apologized to passengers on the flight, and said that a pre-recorded emergency announcement had been activated in error.

b Imagine that you were one of the passengers on the plane. You are going to tell **B** what happened. Look at the words and phrases in the list and plan what you are going to say.

Setting the scene
Jan 13 Miami London three hours
passenger announcement emergency landing water
The main events
panic scream shout crash into the Atlantic
30 seconds later crew aisle by accident cry life jackets
What happened in the end
passengers traumatized complain captain
just before landing BA apologized error

c Now tell **B** your story.

This happened to me a few years ago, when I was flying from Miami to London…

d Listen to **B**'s story. Which situation do you think was more scary?

3B READING HABITS Students A+B

a **B** close your book. **A** ask **B** the questions.

b Swap roles. How similar are your reading habits?

DO YOU READ BOOKS FOR PLEASURE?

YES

- What was the last book you read? Why did you choose to read it?
- What are you reading at the moment?
- Do you have a favourite author or authors?
- What's the best book you've read recently?
- Do you read more or less than you used to (or about the same)?

NO

- Would you read more if you had more time?
- Did you use to read more when you were younger? When did you stop?
- Did you have a favourite children's book or character?
- What do you do to pass the time when you're travelling or waiting for something?

READING AND LISTENING

Do you ever…?

- listen to a song and read the lyrics at the same time
- watch films or TV in English with English subtitles
- read books and listen to them on audio at the same time, e.g. Graded Readers

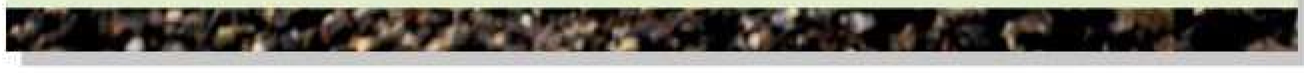
4A YOUR SCORE Students A+B

a Read about what your score means.

b Do you agree with it? Compare your results with a partner.

If the final number is zero or minus, you live up to your environmentally-friendly intentions. The bigger the difference between the two numbers, the greater your failure to live up to your green values.

Most people are not very successful. When these questions were put to 100,000 people in a survey, it turned out that, although most of us do easy things (like turning off taps and TVs), few of us make real sacrifices.



4B I'LL TAKE A QUESTION Student A

a Complete the phrasal verbs or expressions.

1 Who do you take __________ more, your father or your mother?

2 Do you take __________ __________ yourself, or are you quite laid-back about your health?

3 Have you ever not taken __________ __________ a good opportunity and then regretted it?

4 Has any big sporting event ever taken __________ in your (nearest big) city? Did you go to it?

5 Do you sometimes get annoyed by little things that people do, or do you take no __________? What kinds of things?

b Ask **B** your questions.

c Answer **B**'s questions. Give examples to explain your answers, and then return the question.

Giving examples

We often use *for example* or *for instance*, to give examples.

I usually get up quickly, but sometimes I take my time, ***for example*** */* ***for instance****, at the weekend.*

5A IT'S AN EMERGENCY! Student A

a Read the answers to survival questions 1 and 2. Make notes under these headings:

You should… **You shouldn't…**

1 However strong you are, it's usually a mistake to confront the intruder. They may have a weapon and react violently. Take your phone and lock yourself (and your family) in your bedroom or bathroom, and move a piece of furniture against the door. Then call the police.

2 Whether you're driving an automatic or a manual car, the first thing to do is to put your car in a lower gear. This will slow down the car and will hopefully allow you to put on the handbrake. Putting the car into neutral won't slow the car down – it will just make the car more unstable and on a hill, it might even make the car go faster.

b Now use your notes and tell **B** and **C** what you should and shouldn't do.

7A ARGUMENT! Student A

a Read the instructions carefully for the role-play and think about what you are going to say.

You share a flat with **B**. The problems are the following:

- You found the flat, and moved in first, so obviously, you chose the best room. Recently **B** has been making some sarcastic comments about this.
- **B** has two friends who are always round at the flat. You don't have a problem with them, but they are often in the kitchen or sitting room and you don't have much privacy. They also spend a lot of time online and you think the wi-fi is slower when they're around.
- You often eat at home in the evening; it's cheaper, and anyway you like cooking, especially spicy dishes like curries. You sometimes offer food to **B** if you've just made something, which he / she frequently accepts. However, **B** never ever cooks. You think that at the very least, **B** should pay for a takeaway from time to time, for you to share.

This is your chance to tell **B** how you feel but try not to lose your temper. Try to find a good solution to each problem.

b Have the argument with **B**. Try to agree on a course of action.

You start the conversation: *OK, I think now is a good moment to talk about a few problems that have come up recently…*

7B GUESS WHAT IT IS Student A

a Look at the pictures below. You are going to describe them to **B**. Say what kind of thing each one is, and then use *looks*, *smells*, *feels*, or *tastes*.

cabbage

mango

rose

ice-lolly

fur coat

b Describe your first thing to **B** in as much detail as possible. **B** can then ask you questions to identify what the thing is.

It's a kind of vegetable. It looks a bit like a green ball. It tastes quite strong and I think it smells awful when it's being cooked. You can use it to make…

c Now listen to **B** describe his / her first thing. Don't interrupt until he / she has finished describing. You can ask **B** questions to identify what the thing is.

d Continue taking turns to describe all your things. Who guessed the most right?

8A BEAT THE BURGLAR Student A

Read the answers to questions 1–3.

1 **a** Most burglaries take place between 10 a.m. and lunchtime. The average burglar will wait for adults to go to work and children to school, to be sure the house is empty.

2 **b** An experienced burglar would spend a maximum of 20 minutes in a house.

3 **a and c** A burglar will normally go for a house that looks quite expensive, in a good area. They'll often choose a house where there are trees or bushes outside which are good places to hide before or after. That way, there's less chance of neighbours seeing them. Most burglars wait for a house to be empty before they break in, but there are others who prefer it if the owners are at home in bed, so they know where they are and won't get surprised by them suddenly coming home.

8B STRANGE, BUT TRUE Student A

a Read the article once. Then write down ten key words on a piece of paper to help you remember the story.

Football fan gets World Cup fever

A man who thought he had 'World Cup fever' had actually got malaria, doctors have confirmed.

Tom Booker, from Swindon, had been telling friends that he was so excited about the start of the World Cup that he had started to feel quite ill. 'I was shaking all the time,' he told our reporter. 'When I started feeling awful, I thought it must be the football. It seemed obvious that the prospect of non-stop football on the TV featuring the best players in the world was making me hallucinate.'

Booker, who had just returned from a holiday in Goa, continued to suffer from headaches and stomach pains, and eventually fainted during the semi-final. He was rushed to hospital, where he was diagnosed with malaria. 'My doctor advised me not to take football so seriously.' Booker is now recovering well. 'I do feel a bit stupid,' he admitted. 'But football is my life.'

Glossary

hallucinate (*verb*) see or hear things that aren't really there (e.g. because of a high temperature)

b Tell **B** your story in your own words, using your key words to help you.

There was this man called Tom Booker, and just before the World Cup, he started to feel ill…

c Now listen to **B**'s story, and ask **B** to clarify or rephrase if there's anything you don't understand.

9A MISLEADING ADS Student A

a Read about the **Volkswagen** ad. Find out…

1 what the advertising campaign claimed.
2 why it was misleading.
3 what happened in the end.

b Take turns to tell each other the information about your ad.

c Which of the three ads do you think was the most seriously misleading? Why?

Volkswagen

On March 29 2016, the Federal Trade Commission (FTC) filed a lawsuit against Volkswagen about the advertising campaign it used to promote its supposedly 'Clean Diesel' vehicles.

The FTC alleged that 'Volkswagen deceived consumers by selling or leasing more than 550,000 diesel cars based on false claims that the cars were low-emission, and environmentally friendly'. In 2015, it had also been discovered that VW had been cheating in emissions tests on its diesel cars in the US for the past seven years.

In the end, the company agreed to pay a fine of over $4 billion for false advertising, and may have to pay much more for violating the Clean Air Act.

10B TRUE OR FALSE Student A

a Complete the gaps in your sentences with *the* where necessary.

1 ____ Andes is ____ longest mountain range in ____ world. (**T**)
2 ____ Loch Ness is ____ largest lake in Scotland. (**F** – It's the second largest. Loch Lomond is the largest.)
3 ____ capital of ____ United States is ____ New York City. (**F** – It's Washington DC.)
4 ____ Mallorca is an island in ____ Mediterranean sea. (**T**)
5 ____ Uffizi gallery is ____ most famous art museum in ____ Rome. (**F** – It's in Florence.)
6 ____ South America is larger than ____ North America. (**F**)
7 ____ Mount Vesuvius is a volcano in ____ north-west Italy. (**F** – It's in south-west Italy.)
8 ____ Brooklyn Bridge connects ____ Brooklyn and ____ Manhattan. (**T**)

b Now read your sentence 1 to **B**. He / She must say if the information is true or false. Correct his / her answer if necessary.

c Now listen to **B**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the right answer is.

d Continue taking turns to say your sentences. Who got the most right answers?

1A INDIRECT QUESTIONS Student B

a Make indirect questions starting with the phrase in brackets and ask them to **A**.

1 Where did you buy your bag? (Could you tell me…)
2 What year were the London Olympics? (Can you remember…)
3 How long does this class last? (Do you know…)
4 When did Brazil last win the World Cup? (Do you have any idea…)
5 Do you have any allergies? (Would you mind telling me…)

b Answer **A**'s questions.

1A TOUGH QUESTIONS Student B

a **A** is going to interview you for a job as a manager in his / her company. Answer the questions. Try to think quickly and make a good impression. Give good reasons for your answers.

b Now interview **A** for a similar job in your company. Ask the tough questions below, and ask him / her to give reasons for his / her answers. Then say if you would give him / her the job and why (not).

1 Which three adjectives describe you best?
2 If you were a car, what type of car would you be?
3 How do you normally treat animals?
4 Who do you admire most, and why?
5 If you could be a superhero, what would your superpowers be?
6 Tell me about something in your life that you're really proud of.
7 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
8 If you could have six months with no obligations or financial limitations, what would you do with the time?

1B YOU'RE PSYCHIC, AREN'T YOU? Student B

a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **A**.

1 You were born in __________ (a month).
2 You don't like __________ (a kind of music).
3 You're going to __________ (an activity) tonight.
4 You've seen __________ (a film).
5 Your favourite season is __________.
6 You didn't like __________ (a kind of food) when you were a child.
7 You can play __________ (a musical instrument).
8 You wouldn't like to live in __________ (a place).

b **A** is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell **A** the real answer.

c Now check if your guesses are true. Say the sentences to **A** and check with a question tag. Try to use falling intonation.

You were born in July, weren't you?

d Count your guesses. Who was the better psychic?

2A MEDICAL MYTHS OR FIRST-AID FACTS? Student B

a Read the answers carefully to questions 2, 4, and 6. Then look back at the quiz on p.16 and make notes.

b Take turns. Tell your partner the correct facts, and explain why the myths can cause problems.

2 The correct answers are **b** and **c**. Get the person to sit down and raise their leg by putting it on a chair. Then put an ice pack on the ankle. These two things will help to reduce the swelling.
a is a **myth**. Applying heat to an area increases blood flow, which can increase swelling, so the injury will take longer to get better.

4 The correct answers are **b** and **c**. First check the mouth and encourage them to keep coughing. If this doesn't work, hit the person's back hard five times.
a is not the first thing you should try. Abdominal thrusts (also known as the Heimlich manoeuvre) won't work if the choking is due to an allergic reaction or throat injury. It should only be used if the person can't talk, cough, or breathe. In this case, stand behind the person and push up with your fists against their stomach suddenly, up to five times.

6 The correct answers are **a** and **b**. After cleaning the cut with soap and water, or just water, put on antiseptic cream and a bandage to stop the wound getting infected.
c is a **myth**. An uncovered wound is unprotected, which makes it less likely that it will heal.

2B THE JOY OF THE AGE-GAP FRIENDSHIP Student B

a Read what John says about Dave.

John (34) on Dave (53)

A group of us had tickets to a music festival and my friend said that a guy called Dave, who was a bit older, would give us a lift. He arrived in his BMW. He didn't look his age, but he talked about cars for five hours and I thought he was really boring. However, the next day, he cooked us a great barbecue, and I thought, maybe he's not so bad after all.

We live around the corner from each other, so we started meeting at the pub, or watching local bands play. We still go to festivals. The funny thing is, we don't have much in common. He loves cars, I couldn't care less. I love sport, he doesn't understand football. But we both like talking to people. We're competitive in our friendship, so for example, we're always trying to be funnier than each other. We argue a lot, mostly about politics, (I'm more left-wing and he's more right-wing), but then we're best mates again.

Being around someone like Dave, who is so full of life, is refreshing. Our friendship is fun, but it goes a lot deeper. I look up to him in some ways. My dad died when I was 19 and Dave is someone I can talk to about that. Maybe he sees me as some sort of weird son. He's not just fun – he's a really kind person. If I was in trouble and could only make one call, it would be to Dave.

b With **A**, compare what they say about each other. Talk about…

- how they met.
- what their first impressions of each other were, and how they changed.
- what they do together.
- what they have in common, and how they are different.
- what they like about each other.

c Do you think you would get on well with Dave or John?

3A FLIGHT STORIES Student B

a Read a news article about a flight. What would you have thought if you had heard the bang? How would you have felt?

EXPLODING ENGINE CAUSES EMERGENCY LANDING

Goose Bay
Paris
Los Angeles

Passengers travelling on an Air France flight from Paris to Los Angeles had been relaxing and enjoying films and food when, five hours after take-off, just after they had crossed the southern tip of Greenland, they suddenly heard a loud bang.

The cabin started vibrating, some passengers screamed, and everybody knew something was wrong. Passengers nervously joked to each other as they tried to work out what had happened. Some thought the plane had hit a bird. But passengers sitting in window seats said they had seen one of the engines exploding. The cabin crew walked through the aisles reassuring passengers, and then the captain confirmed that there had been an explosion in one of the engines.

The atmosphere was tense, but about two hours later, the plane landed at a military airfield in Goose Bay on the far north-east edge of Canada, which is used as an emergency landing spot for transatlantic flights. There were no injuries among the 520 passengers. Passengers completed their journeys to Los Angeles on two planes sent by Air France to Goose Bay.

b Imagine that you were one of the passengers on the plane. You are going to tell **A** what happened. Look at the words and phrases in the list and plan what you are going to say.

Setting the scene
Air France   Paris   Los Angeles   relax   films and food
five hours   Greenland   bang

The main events
cabin   vibrate   scream   joke   bird   window seats   engine
explode   cabin crew   aisles   captain   confirm   explosion

What happened in the end
land   Goose Bay, Canada   no injuries   complete journey
two planes

c Now listen to **A**'s story. Then tell **A** your story.

This happened to me a few years ago, when I was flying from Paris to Los Angeles…

d Which situation do you think was more scary?

5A IT'S AN EMERGENCY! Student B

a Read the answers to survival questions 3 and 4. Make notes under these headings:

You should…   **You shouldn't…**

3 Look for an area of low ground and make yourself as small a target as possible. Go down on your knees with your feet together and head on the ground. This makes it less likely that lightning will strike you. Lying flat will expose more of your body to the lightning, and sheltering under a tree is very dangerous, as if it gets hit by lightning, a branch may fall and injure you.

4 Firstly, keep your clothes on. They can trap air, which will keep you warm and help you to float. Turn towards the direction where you fell – the ice was strong enough to hold you once – and kick your feet to get your body horizontal. Use your elbows to pull yourself out and then roll off the ice. Don't try to stand and run, as this might cause the ice to break again.

b Now use your notes and tell **A** and **C** what you should and shouldn't do.

9A MISLEADING ADS Student B

a Read about the **Danone** ad. Find out…

1 what the advertising campaign claimed.
2 why it was misleading.
3 what happened in the end.

b Take turns to tell each other the information about your ad.

c Which of the three ads do you think was the most seriously misleading? Why?

Danone

Ads for Danone's popular Activia brand yogurt landed the company with a bill of $45 million in 2010. The yogurts were marketed as being 'clinically' and 'scientifically' proven to boost your immune system and able to help to regulate digestion.

The Activia ad campaign, endorsed by actress Jamie Lee Curtis, claimed that the yogurt had special bacterial ingredients. As a result, the yogurt was sold at 30% higher prices than other similar products.

The lawsuit against Danone began in 2008, when US consumer Trish Wiener made a complaint. The judge overseeing the case said that the claims were not proven. As well as being given a fine of $45 million, Danone was ordered to remove the words 'clinically' and 'scientifically proven' from its labels.

7A ARGUMENT! Student B

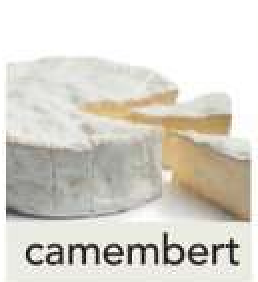
a Read the instructions carefully for the role-play and think about what you are going to say.

> You share a flat with **A**. The problems are the following:
>
> - When you started sharing the flat with **A**, he / she was already living in the house and he / she had taken the best and biggest room. Your room is much smaller and there's only really enough room in it for your bed! But you're both paying the same rent. This isn't fair!
> - You have two good friends who often come to see you at the flat. Recently, **A** has been quite unfriendly to your friends, sometimes not even saying hello when they come in. And **A** has also started complaining that the wi-fi is slow because your friends are using it. How ridiculous! That can't be true.
> - **A** seems to spend all his / her time in the kitchen cooking. He / She makes a lot of spicy food, which means that the whole flat smells of curry. You don't dislike curry, and have even occasionally accepted some of **A**'s cooking, just to be polite, but you hate the smell in the flat. You can't see the point of cooking and prefer getting your own takeaways or ready meals.
>
> This is your chance to tell **A** how you feel, but try not to lose your temper. Try to find a good solution to each problem.

b Have the argument with **A**. Try to agree on a course of action. **A** will start.

7B GUESS WHAT IT IS Student B

a Look at the pictures below. You are going to describe them to **A**. Say what kinds of thing each one is, and then use *looks*, *smells*, *feels*, or *tastes*.


camembert

jasmine

kitten

vinegar

chilli pepper

b Now listen to **A** describe his / her first thing. Don't interrupt until he / she has finished describing. You can ask **A** questions.

c Now describe your first thing in as much detail as possible. **A** can then ask you questions to identify what the thing is.

It's a kind of French cheese. It's round and usually comes in a wooden box…

d Continue taking turns to describe all your things. Who guessed the most right?

8A BEAT THE BURGLAR Student B

Read the answers to questions 4–6.

4 a These days burglars are usually looking for things like laptops and tablets, which are easy to sell, and not so easy for the owner to identify if the burglar later gets caught.

5 c There's a typical order burglars use when they search a house for valuables. They start with the main bedroom, and then the living room. After that, the dining room, the study, and then the kitchen. The last place would be a child's bedroom. You wouldn't normally expect to find anything worth taking there.

6 a Burglars don't like dogs, especially noisy ones, because they're unpredictable.

8B STRANGE, BUT TRUE Student B

a Read the article once. Then write down ten key words on a piece of paper to help you remember the story.

Shark baby drama

A man who was accused of stealing a shark from a Texas aquarium has said he did so in an attempt to rescue it.

On a visit to the San Antonio Aquarium, 38-year-old Anthony Shannon was caught on CCTV trying to steal a shark. He lifted the 40cm long shark, named Miss Helen, from a tank, wrapped her in a blanket, and took her away in a pushchair. Shannon has now been charged with stealing the fish and taking her to his home. Miss Helen was reported to be one of around 25 sharks being kept at Mr Shannon's home, along with an unknown number of crabs.

Shannon claimed he was afraid that Miss Helen's life was in danger. In an interview with local news, Shannon said that he was sorry for the theft, but that he could justify his behaviour because it was an 'emergency'. He threatened to steal another shark if he felt it was necessary. Miss Helen was returned to the aquarium. Staff denied keeping the animals in bad conditions and said the water was tested every day.

Glossary

pushchair (*noun*) a folding chair on wheels in which a small child can be pushed along

b Listen to **A**'s story, and ask **A** to clarify or rephrase if there's anything you don't understand.

c Tell **A** your story in your own words, using your key words to help you.

There was this man called Anthony Shannon, and when he visited the San Antonio Aquarium in Texas, he…

4B I'LL TAKE A QUESTION Student B

a Complete the phrasal verbs or expressions.

1 Do you get up very quickly in the morning or do you take __________ __________?
2 Have you taken __________ a new sport or hobby recently, or is there one you would like to take __________?
3 If you were thinking of buying a new phone, what factors would you take __________ __________?
4 What things might make you take __________ or __________ someone when you meet them for the first time?
5 Who takes the rubbish __________ in your house, you or someone else?

b Answer **A**'s questions. Give examples to explain your answers, and then return the question.

c Ask **A** your questions.

> **Giving examples**
>
> We often use *for example* or *for instance* to give examples.
>
> *I take after my mother,* ***for example / for instance*** *we both have the same sense of humour.*

10B TRUE OR FALSE Student B

a Complete the gaps in your sentences with *the* where necessary.

1 ____ capital of ____ Netherlands is ____ Amsterdam. (**F** – It's The Hague.)
2 ____ Amazon is ____ longest river in ____ world. (**F** – It's the Nile.)
3 ____ Panama Canal connects ____ Atlantic Ocean to ____ Pacific Ocean. (**T**)
4 ____ Atacama desert is in ____ north of ____ Chile. (**T**)
5 ____ Black Sea is in ____ south-west Europe. (**F** – It's in south-east Europe.)
6 ____ biggest lake in ____ world is ____ Lake Victoria in ____ Africa. (**F** – It's Lake Superior in Canada / the USA.)
7 ____ Mont Blanc is ____ highest mountain in ____ Alps. (**T**)
8 ____ Hyde Park is in ____ central London. (**T**)

b Now listen to **A**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the right answer is.

c Now read your sentence 1 to **A**. Correct his / her answer if necessary.

d Continue taking turns to say your sentences. Who got the most right answers?

5A IT'S AN EMERGENCY! Student C

a Read the answers to survival questions 5 and 6. Make notes under these headings:

You should... **You shouldn't...**

5 The number one tip is to stay where you are, or find a sheltered space nearby if it's night time, and wait to be rescued (especially if you have told someone where you were going to walk). But make sure you stay in the open during the day, so that you can be seen by a helicopter. Make a fire, or tie a piece of bright clothing to a stick, to attract attention. Never keep walking, as you will only get further lost and make it more difficult for searchers to find you.

6 Abandon any equipment, as it could pull you further down, and use swimming movements to try to get to the surface. Don't try to dig yourself out, as this is almost impossible. If you're covered and can't get to the surface, try to thrust part of your body through the snow, so rescuers can see you. But the best thing to do if you are skiing off-piste is to always carry avalanche safety equipment with you, including a two-way radio.

b Now use your notes and tell **A** and **B** what you should and shouldn't do.

9A MISLEADING ADS Student C

a Read about the **Olay** ad. Find out...

1 what the advertising campaign claimed.
2 why it was misleading.
3 what happened in the end.

b Take turns to tell each other the information about your ad.

c Which of the three ads do you think was the most seriously misleading? Why?

Olay

In 2009, an Olay ad for its Definity eye cream showed former model Twiggy looking wrinkle-free – and a whole lot younger than her then 60 years. It turned out that the ads were retouched.

The British Advertising Regulator (ASA) banned the ad, after more than 700 complaints were made against it. It was concluded that the digitally-altered ads gave a 'misleading impression of the effect the product could achieve'.

Olay's parent company Procter & Gamble responded that it was 'routine practice to use post-production techniques to correct for lighting and other minor photographic deficiencies before publishing the final shots as part of an advertising campaign'.

Writing

1 AN INFORMAL EMAIL

From: Anna
To: johnstons586@gmail.com
Subject: News!

Hi Sue,

Sorry that I havent been in touch for a while, but I've been ill. I got flu last week and I had a temprature of 39°C, so I've been in bed since four days. I'm feeling a bit better today, so I've been catching up on my emails. Luckly, my classes at university don't start till next week.

How are you? What have you been doing? Anything exciting. Here everyone are fine (apart from me and my flu!). My brother Ian has just started his new job with a software-company – I think I told you about it when I last wrote – anyway, so far, he's really been enjoying it. How are your family? I hope their well.

I have some good news – I'm going to a conference in your town in may, from 16th to 20th. Could you recomend a hotel where I could stay, in the centre of town? It needs to be somewhere not too expensive because the university is paying. I'll have a free half-day for siteseeing. Do you think you'll be able show me around? That would be great.

Well, that's all for now. Please give my regards to your parents.

Hope to hear from you soon.

Take care,

Anna

PS Please reply to this email address. I've stopped using the old Yahoo one.

Beginning an informal email
When you are writing an informal email, it is more usual to start with *Hi* than with *Dear*.

a Read the email from Anna. It has 12 highlighted mistakes – four grammar or vocabulary, four punctuation, and four spelling. With a partner, decide what kind of mistake each one is and correct it.

b Read Anna's email again and find phrases that mean…

emailed, messaged, or phoned
reading and replying to
Have you been doing anything fun?
I don't have any more news.
send my best wishes to

c You're going to answer Anna's email. Look at the **Useful language** expressions and try to complete them.

Useful language: an informal email

Opening expressions
Thanks [1]__________ your email / letter.
It was great [2]__________ hear from you.
Sorry that I haven't been in touch for a while. / Sorry for [3]__________ writing earlier.
I [4]__________ you and your family are well.

Responding to news
Glad to [5]__________ that you're all well.
Sorry [6]__________ hear about your exam results.
Good [7]__________ with the new job.
Hope you [8]__________ better soon.

Closing expressions
Anyway, / Well, that's all [9]__________ now.
[10]__________ my regards (love) to…
Hope to hear from you soon. / Looking [11]__________ to hearing from you soon.
Take [12]__________ / (Lots of) love
[13]__________ wishes / Regards

Something you forgot and want to add
[14]__________ Don't forget to send me the photos you promised.

d **Plan** the content of your email.

1 Underline the questions in the email that Anna wants you to answer.
2 Underline other places in the email where you think you need to respond, e.g. *I've been ill.*
3 Think about how to respond to each of the things you've underlined.

e **Write** 140–190 words, in two or three paragraphs. Use informal language (contractions, etc.), and expressions from **Useful language**.

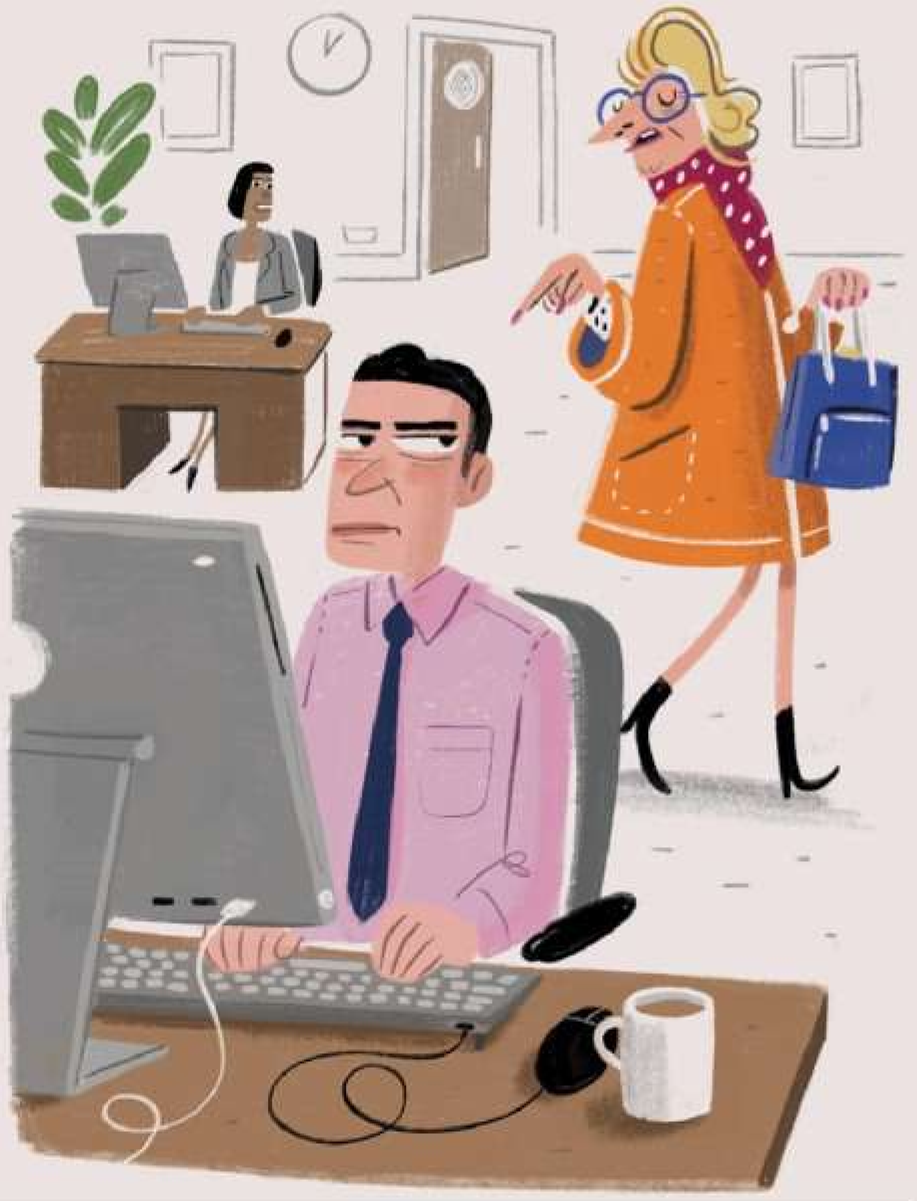
f **Check** your email for mistakes (grammar, punctuation, and spelling).

← p.19

2 A SHORT STORY

It was only a small mistake, but it changed my life for ever. I had been working at J.B. Simpson's for ten years. It was a small ^{1} family-run company which exported garden furniture. I was ^{2}__________ happy with my job. I got on ^{3}__________ with the owner, Arthur Simpson, but not with his wife, Linda. She was a loud, ^{4}__________ woman, who ^{5}__________ used to turn up at the office and start criticizing us for no reason. Everyone disliked her.

One afternoon, Mrs Simpson came in while I was finishing writing a report. She looked at me and said, 'If I were you, I wouldn't wear that colour. It doesn't suit you at all.' I was wearing a ^{6}__________ pink shirt that I was very ^{7}__________ of, and her comment really annoyed me. I typed a ^{8}__________ email to Alan Simmonds in Sales. 'Watch out! The old witch is here!' and pressed 'Send'. A couple of minutes later, I was surprised to receive an email from Mr Simpson, asking me to come to his office ^{9}__________. When I opened the door, I saw his wife glaring at the computer screen. I realized, to my horror, what I had done. I had clicked on Simpson instead of Simmonds. ^{10}__________, I was packing my things. I had been sacked!



a Read the story. What was the 'small mistake'? What happened in the end?

b Using adverbs and adjectives helps to make a story come alive and makes it more enjoyable to read. Complete the story with an adjective or adverb from the list.

aggressive an hour later ~~family-run~~ fond
frequently immediately new quick quite well

c You may want to write some dialogue as part of your story. Re-write the following with the correct punctuation. Use the dialogue in the story to help you.

> i want to talk to you about an email you sent
> Mr Simpson said coldly

d Look at the highlighted time expressions in **Useful language** and complete them.

Useful language: time expressions

^{1}__________ *that moment, the door opened.*
^{2} *As soon __________ I saw him, I knew something was wrong.*
^{3} *Ten minutes __________, I went back to sleep.*
^{4}__________ *morning in September, I got to work early.*
We got to the station ^{5} *just __________ time to catch the train.*

e You are going to write a story beginning with one of the sentences below. With a partner, choose which story to write, and discuss what the plot could be.

1 It was eleven o'clock at night when my phone rang.
2 As soon as I saw my mother's face, I knew something was wrong.
3 We had been driving for four hours when we saw the sign for a small hotel and decided to stop.

f **Plan** the content.

1 Write a quick outline of what happens in the story (50–60 words).
2 Think about what tenses you need for each part of the story, e.g. how to set the scene, what significant events had happened before the story starts.
3 Think about how you could improve your story by adding extra details, and using more adjectives and adverbs. Think also about where you might want to include some dialogue.

g **Write** 140–190 words, organized in two or three paragraphs. Set the scene and then tell the story. Use the time expressions in **Useful language** to make the sequence of events clear.

h **Check** your short story for mistakes (grammar, punctuation, and spelling).

p.33

3 FOR AND AGAINST

a Read a post about adventure sports on a blog site called *For and against?* Do you think there are more advantages or more disadvantages?

b Read the blog post again and complete it with the linking expressions from the list (two of them are interchangeable).

although another advantage because of
for example (x2) furthermore in addition
on the other hand ~~the main advantage~~
to sum up

c Put the linking expressions from **b** in the **Useful language** chart below.

Useful language: linking expressions

To list advantages / disadvantages
the main advantage
____

To add more points to the same topic
____
____

To introduce an example
For instance,…
____

To make contrasting points
However,…
In spite of (the fact that)…
____
____

To give a reason
Because (+ clause)…
__________ (+ noun)…

To introduce the conclusion
In conclusion,…
____

d You are going to write a post for the site. Choose one of the titles below.

Going to work abroad: an exciting opportunity or a scary one?

Being a celebrity: a dream or a nightmare?

Home | About | Blog | Subscribe

Everything has two sides to it, a positive one and a negative one. Post your opinions on our blog…

Adventure sports – fun or too risky?

Every year, more and more people are tempted by the idea of going on an adventure sports holiday, especially during the summer months.

Spending your holiday being active and enjoying the outdoors has a lot of advantages. ^{1}*The main advantage* is that adventure sports, like many other physical activities, offer health benefits and help keep your mood positive, ^{2}__________, when you practise extreme sports your brain releases endorphins because of the adrenalin rush and that makes you feel happy. ^{3}__________ is the self-confidence that you gain from doing these activities. ^{4}__________, the lessons learnt from facing the difficulties and the risks of these extreme sports may be very valuable in everyday life.

^{5}__________, there are also some important disadvantages. ^{6}__________ they make you feel good, risky sports can be extremely dangerous. The possibility of getting seriously injured while performing these activities is quite high, and some adventure sports, ^{7}__________ skydiving or cliff jumping, can even have fatal consequences. ^{8}__________ these risks, you need to be extremely fit to practise these sports during a holiday, which means that they are not for everyone. ^{9}__________, they are likely to be expensive because they require a lot of equipment, safety measures, and well-trained and qualified instructors.

^{10}__________, adventure sports holidays have both advantages and disadvantages. Whether they suit you or not depends on your level of fitness, your personality, and how much you can afford.

Like | Share | Comment

e **Plan** the content.

1. Decide what kinds of things you could say to start the post for the topic you chose, for example, why young people choose to go abroad or why people today are so interested in famous people. This will give you material for the introduction.
2. List two or three advantages and disadvantages, and number them in order of importance.
3. Decide if you think there are more advantages than disadvantages.

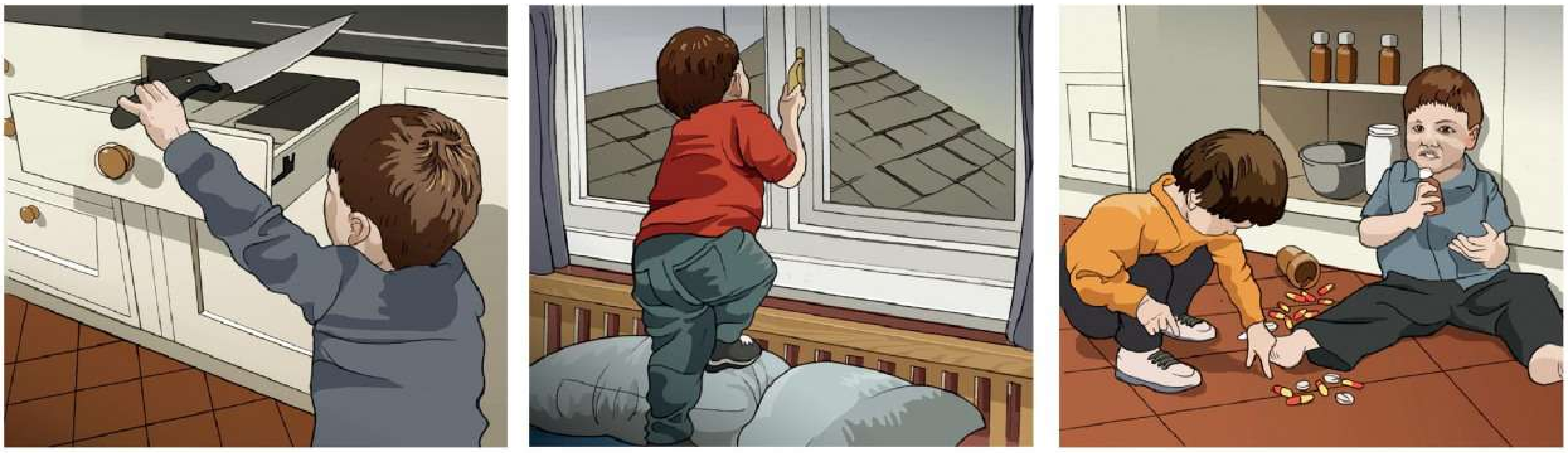
f **Write** 140–190 words, organized in four paragraphs: introduction, advantages, disadvantages (or disadvantages then advantages), and conclusion. Use a formal style (no contractions or colloquial expressions). Use the linking expressions in **Useful language**.

g **Check** for mistakes (grammar, punctuation, and spelling).

p.43

4 A BLOG POST

How to keep children safe in your home



You probably think that your home is a very safe place. But this may not be true if you have children coming to stay. Here are some tips to prevent accidents. / First, look at the bedroom where the children are going to sleep. Make sure the beds are not under a window, in case a child tries to climb out. If a very small child is going to sleep in the bed, you could put some pillows on the floor next to the bed, in case the child falls out. The next place to check is the bathroom. Many people put medicines in a drawer or on a shelf above the washbasin. But this can be dangerous, as children may find them and think they are sweets. You should keep them in a locked cupboard. Finally, have a look at the kitchen, which is the most dangerous room in the house for children. Knives should be kept in drawers which children can't reach, and make sure that all cleaning liquids are in high or locked cupboards. If you follow this simple advice, children who come to stay are likely to be much safer in your home.

16:03 Thursday 2nd May

a Look at the three pictures. What do you think the parents should and shouldn't have done? Read the advice from a health and safety blog and check.

b This blog post was originally written in five short sections. Mark / where each new section should begin.

c You are going to write a health and safety blog post. With a partner, choose one of the titles below.

How to keep safe if you go walking in the mountains

How to keep safe on a day at the beach

How to keep safe on a long drive

d **Plan** the content.

1 Think of at least three useful tips.
2 Think of a good introductory sentence (or sentences).

e **Write** 140–190 words, organized in paragraphs. Use expressions from **Useful language** below, and write in a neutral or informal style.

Useful language: giving advice

Don't forget to… / Remember to…
Make sure you…
You should…
Never…

Reasons

…in case
…so (that)
…because it might…

f **Check** your blog post for mistakes (grammar, punctuation, and spelling).

p.49

5 DESCRIBING A PHOTO

a Look at photo 1 and read the description. Do you agree with what the writer says about the people?

b Complete the description with a word or phrase from the list.

behind in front of in the background
in the centre ~~in the foreground~~
on the left opposite outside

c You are going to write a description of photo 2. **Plan** the content. With a partner, look at the photo carefully and decide what you think the people are thinking or feeling. Decide how to organize what you want to say into paragraphs.

d **Write** 140–190 words. Use the phrases in **Useful language** to help you.

Useful language: describing a photo or picture

In the foreground / centre / background of the photo…

The (man) looks as if / looks as though…

It looks as if / as though…

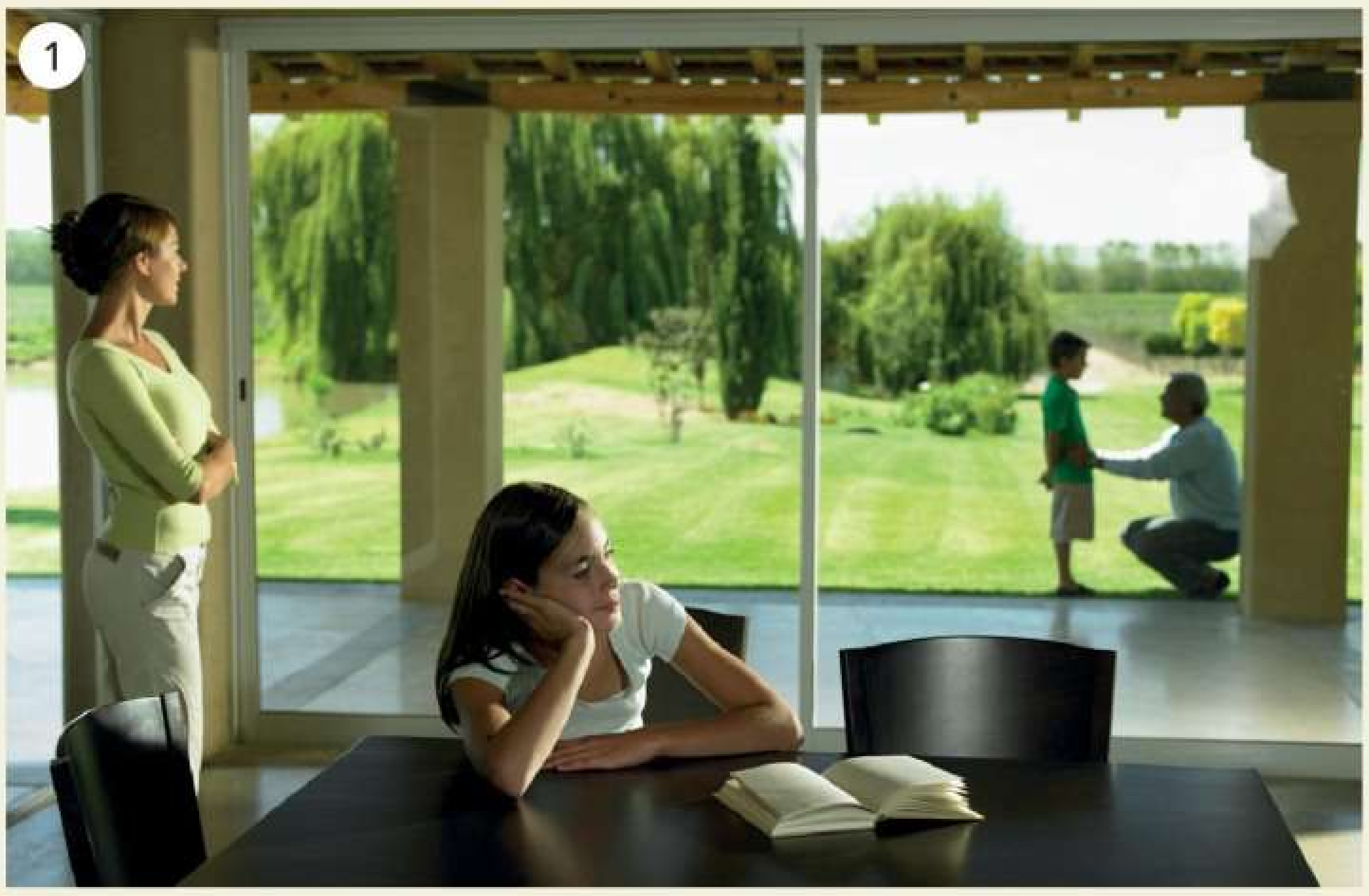
The (woman) may / might be… / Perhaps the woman is…

The photo reminds me of…

e **Check** your description for mistakes (grammar, punctuation, and spelling).

p.73

1



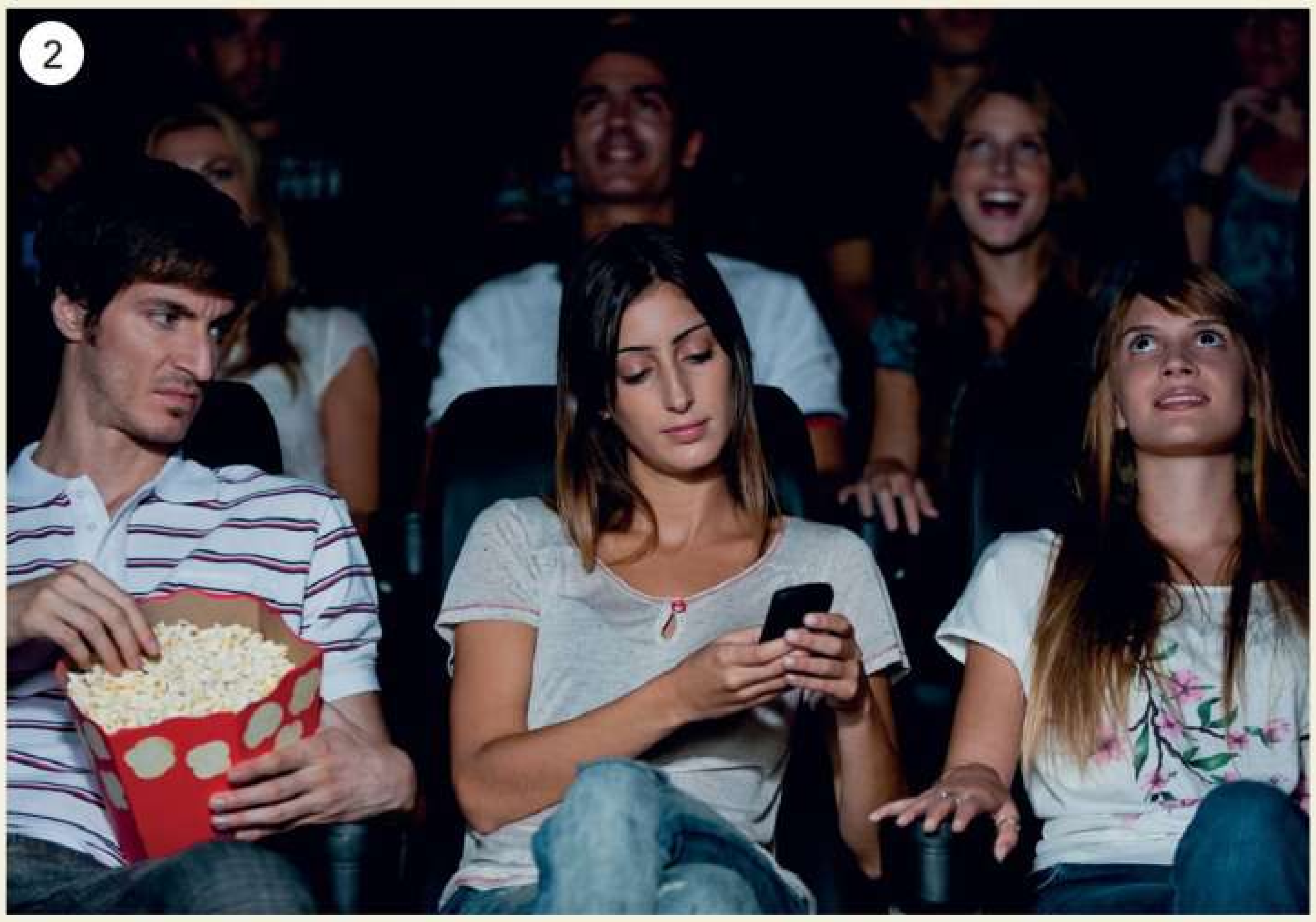
I think this is a photo of a family in their house. However, they are not posing. None of the people are looking at the camera.

[1] *In the foreground*, we can see the inside of a room with glass doors leading into a garden. [2]__________ of the photo, there is a girl sitting at the table, resting her head on one hand, with an open book [3]__________ her. There are two other empty chairs around the table. The girl is smiling; she looks as if she's daydreaming, maybe about something she's read in the book. [4]__________ of the photo, there is a woman, who looks older than the girl, perhaps her mother. She's standing with her arms folded, looking out of the glass doors into the garden. She seems to be watching what's happening [5]__________, and she looks a bit worried.

[6]__________, we can see a terrace, and [7]__________ that, a beautiful garden. Outside the glass doors on the right, we can see a boy and a man, who may be father and son. The boy is standing, facing the man, who is crouching down [8]__________ him. It looks as though they're having a serious conversation. Maybe the boy has been naughty, because it seems as if he's looking at the ground.

This photo reminds me of a David Hockney or Edward Hopper painting – it makes you speculate about who the people are and what they are thinking.

2



CRIME FORUM

Do punishments usually fit the crime?

What do you think? Write a short article and post it here.

Rob87
Nottingham
16:29 23 July

Community service is the best punishment for young people who commit a minor offence.

[1]*Nowadays* in the UK, when a young person commits a minor offence, he or she is normally given community service, given a fine, or sometimes, sentenced to a few months in prison. [2]__________ I believe that community service is the best option.

[3]__________, community service often persuades a young person not to re-offend. [4]__________ working with sick children or old people makes young offenders realize that there are people who have more difficult lives than they do. So community service can be an educational experience, [5]__________ other punishments are not.

[6]__________, I do not think that a fine is a suitable punishment for young people. They do not usually have much money themselves, [7]__________ it is often their parents who pay the fine for them.

[8]__________, spending time in prison results in young people meeting other criminals and learning more about the criminal world, which may tempt them into committing more crimes. [9]__________, in prisons many of the inmates take drugs, and this is a terrible example for young offenders.

[10]__________, I believe that community service has important advantages both for minor offenders and for the community.

a Read the title of the post. Do you agree or disagree? Then quickly read the article and see if the writer's opinion is the same as yours.

b Complete the article with a word or phrase from the list below.

finally firstly for instance in addition in conclusion
in most cases ~~nowadays~~ secondly so whereas

c You are going to write an article to post on the forum. With a partner, choose one of the titles below.

Downloading music or films without paying is as much of a crime as stealing from a shop.

Squatters who live in an unoccupied property should not be forced to leave it.

d **Plan** the content. The article should have four or five paragraphs.

1. **The introduction:** Think about what the current situation is and what your opinion is.
2. **The main paragraphs:** Try to think of at least two clear reasons to support your opinion. You could also include examples to back up your reasons.
3. **The conclusion:** Think of how to express your conclusion (a summary of your opinion).

e **Write** 140–190 words, organized in four or five paragraphs (introduction, opinions and reasons, conclusion). Use a formal style (no contractions or colloquial expressions). Use the phrases in **b** and in **Useful language**.

Useful language: ways of giving your opinion

(Personally) I think… / I believe…
In my opinion,…
In addition,… / Also,…
In conclusion,… / To sum up,…

Ways of giving examples

There are several things we can do, for example / for instance / such as…
Another thing we can do is…
We can also…

Sequencing words

Firstly, / Secondly, / Thirdly, / Finally,…

f **Check** your article for mistakes (grammar, punctuation, and spelling).

← p.79

7 A REPORT

Living in Milton Keynes

Introduction

This report describes the town of Milton Keynes. It gives some information about the history of the town and some of its features and facilities, and includes a personal view of what it is like to live there.

1 ________________

In the 1960s, town planners wanted to encourage people to move out of London. Their idea was to create a modern, efficient town with good facilities that would be easy to travel around and healthy to live in. So, the 'new town' of Milton Keynes was built in the south-east of England.

2 ________________

The town now has a population of around 250,000. Wide, straight roads join the different living districts, with many lakes and green spaces between them. The centre is a business and shopping district. In terms of transport, Milton Keynes is particularly well-connected; it is near the M1 motorway and is mid-way between London, Birmingham, Oxford, and Cambridge.

3 ________________

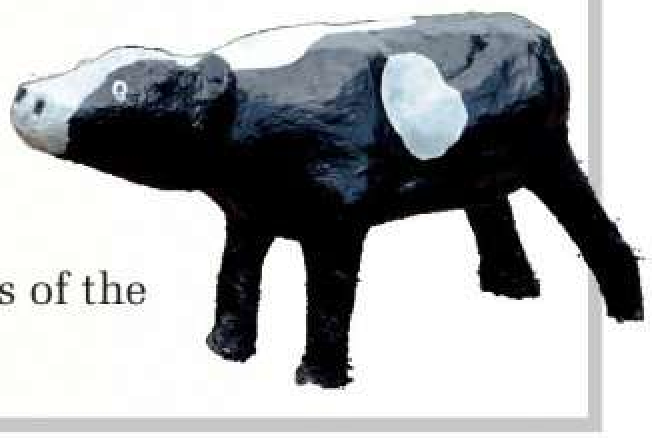
In general, it is a town that is easy to walk or cycle around. For those who enjoy more challenging sports, there are some superb facilities. These include Treetop Extreme, the biggest 'high rope' adventure course in the UK, and Snozone, an indoor real snow slope where you can learn to ski and snowboard.

4 ________________

Milton Keynes was the first place in the UK to have a multiscreen cinema, and there is also a large concert venue called The Bowl. It has an international orchestra and over 200 works of public art – it is particularly famous for the sculpture of concrete cows.

Conclusion

To sum up, it seems that ________________. Some people feel that new towns lack atmosphere and a sense of community, but the majority of residents here are proud of their town. 'Things tend to be more modern and spectacular in Milton Keynes than anywhere else,' says Simon Clawson, who has lived there since he was four years old. On balance, the planners of the 1960s have achieved their aims.



a Read the introduction to the report. What is it going to cover?

b Read the rest of the report. With a partner, match the headings to paragraphs 1–4.

Activities **Culture** **History** **Present day**

c Tick (✓) the kinds of information that are mentioned in the main paragraphs of the report.

- ☐ what the town planners wanted to achieve
- ☐ the size of the town
- ☐ the layout of the town
- ☐ where people work
- ☐ transport connections
- ☐ the cost of accommodation
- ☐ things to see
- ☐ things to do

d Choose the best option to complete the conclusion of the report.

some people aren't happy living in Milton Keynes

the new town of Milton Keynes has been a success

Milton Keynes has the best facilities in the UK

e You have been asked to write a report for an English language magazine on life in a modern city. **Plan** the content. With a partner, decide…

1 which city you are going to write about.
2 what headings you can use to divide up your report.
3 what information to include under each heading.
4 the aim and content of the introduction.

f **Write** 140–190 words, including an introduction, and three or four paragraphs with headings. Summarize the main point(s) in your conclusion. Use a neutral / formal style, and use expressions from **Useful language**.

Useful language: Signposting

Introductions and conclusions:
This report describes… / The purpose of this report is to…
To sum up / To conclude / In conclusion

To introduce a topic:
In terms of (transport)…

To emphasize sth:
(Milton Keynes) is particularly / especially (well positioned)

To generalize:
In general / Generally speaking, (it's a town that's easy to walk around)
On balance,… / On the whole,…
The majority of / Most (residents)…
Things tend to be / are usually…

g **Check** your report for mistakes (grammar, punctuation, and spelling).

⬅ p.93

Listening

1.2

All four journalists Excuse me…, Excuse me…, Cindy…, Cindy…

Journalist 1 Just a few questions…

Actress OK, OK, but you have just one minute.

Journalist 1 What brings you to London?

Actress I'm here to accept an award and do some interviews.

Journalist 2 How long are you going to be in London for?

Actress Just 48 hours, then I'm flying back to the States.

Journalist 3 That's a very short stay. Don't you like London?

Actress I love London, but unfortunately my new movie starts shooting on Monday.

Journalist 4 There've been rumours that you and your husband are having relationship problems. Can you tell us if there's any truth in that?

Actress No, no, no, no. No comment. No more questions.

1.9

1 Dominic

Interviewer Have you ever been asked a strange question in an interview?

Dominic Yes, it was at my interview for a place at Sarah Lawrence University in New York – where I'm studying now.

Interviewer What was the question?

Dominic The question was, if you could have dinner with three people from the past, who would you choose and why?

Interviewer And what did you answer?

Dominic It was one of the first questions I was asked, and I said, 'I can't answer this right now. Can I answer this at the end?' because I couldn't think of anyone. So they said, 'OK', and then they asked me the question again later, and I said something ridiculous like John Lennon, um, Picasso, and, er, I can't even remember who the third person was, it was another sort of artist or musician I think.

Interviewer Do you think it was a good question?

Dominic Yes, because it made me think, I mean, it wasn't something I was expecting at all, and all the other ones were more yes / no, direct questions, so this one made me think a bit more.

Interviewer And you got the place?

Dominic Yes, I did.

2 Heidi

Interviewer Have you ever been asked a strange question in an interview?

Heidi Yes, I have, that was many years ago, it was one of my first job interviews, in London, actually, after I moved to London from Germany. It was for a financial department, and the manager who interviewed me, I can't remember, but I believe he was German, he asked me, 'Do you have a boyfriend?', and 'Are you planning to get pregnant?'

Interviewer That's illegal now, isn't it?

Heidi Yes I know, and I believe that was illegal then.

Interviewer And what did you answer?

Heidi I said no, I didn't have a boyfriend, and I had no plans to get pregnant any time soon, but at that point, it was clear to me that I didn't want to work for that company.

3 Sean

Interviewer Have you ever been asked a strange question in an interview?

Sean Yes. I was being interviewed for a job with an advertising agency and the interviewer kept checking information on my CV and then asking me about it, and he saw that I'd studied philosophy at university, and he said, 'Oh, I see that you studied philosophy at university. Do you still practise philosophy?'

Interviewer What did you answer?

Sean I said the first thing that came into my head, I said, 'Well, I still think a lot.'

Interviewer Was the interviewer impressed?

Sean Well, he obviously liked the answer because I got the job.

4 Alice

Interviewer Have you ever been asked a strange question in an interview?

Alice There's one I can think of, which was when I was being interviewed for a job with a company in Switzerland.

Interviewer What was it?

Alice Well, the interviewer asked me, 'What animal would you like to be reincarnated as?'

Interviewer Weird question!

Alice Totally.

Interviewer What did you say?

Alice So I said a cat, because it was the first thing I thought of and because cats have a good life – well, at least in Britain they do. And then the interviewer immediately looked embarrassed and said that he'd been told to ask me that question to see how I would react, but that he thought it was a stupid question.

Interviewer What happened in the end?

Alice I didn't get the job, so maybe the interviewer wasn't very fond of cats!

1.10

On 4th December 1872, a ship called the *Mary Celeste* was found floating in the Atlantic. There was no one on board. The ship wasn't damaged, and everything was in order, although the lifeboat was missing. None of the crew or passengers were ever seen again.

On 4th March 1918, a huge ship called the *USS Cyclops* left Barbados with 300 people on board, and sailed into what we now call the Bermuda Triangle. Then it disappeared without a trace. No distress call was made and no bad weather was reported in the region. A huge search for the *Cyclops* was launched – boats and planes scoured the area for wreckage or survivors – but nothing of the enormous ship was ever seen again.

On 2nd July 1937, Amelia Earhart, the famous American aviator, took off with her navigator from New Guinea, in a small plane, on the last stage of their around-the-world flight. It was the last time they were seen alive. $4 million dollars was spent on the search, but no trace of Amelia or the navigator was ever found.

1.12

An Edinburgh policeman, Robert Muirhead, was sent to the island to solve the mystery. Muirhead was a hard-working, practical investigator, and not at all superstitious. Among other clues, he found equipment lying all over the island, and also a huge rock, much too heavy for any men to carry, lying on the steps leading up to the lighthouse. In the end, the only explanation he could think of was that the men had been carried off by an enormous wave.

Muirhead's explanation was immediately rejected. But more than 100 years later, in 1995, the ship *Queen Elizabeth II* was hit by a 100 foot wave which, according to her captain, 'came out of the darkness' and 'looked like the White Cliffs of Dover'.

Then a paper published in a scientific journal recently proved that the 'monster wave', which for centuries had been considered a sailors' myth, is a mathematical reality: many smaller waves can suddenly combine in mid-ocean and create a huge wave of devastating force. Most marine scientists now agree that it is a naturally occurring (though rare) event.

So finally, the only explanation that fits the facts is that the three lighthouse men had rushed out to attend to some emergency and had then been swept away by an enormous wave. Inspector Muirhead, it now appears, was almost certainly right. He solved the case back in 1901, but he had to wait another century for the proof.

However, science still cannot answer all the questions surrounding the Flannan Islands mystery. Why did one man leave his rain jacket behind? Why were the bodies of the men never found? Maybe these are things we will never know.

1.16

A walk in the forest

I'm going to describe a situation and ask you some questions. Answer quickly without thinking about it too much, the first thing that comes into your head. Are you ready?

Imagine that you're walking through a beautiful forest. The sun is out, there's a light breeze. It's a really beautiful day. You're walking with one other person.

Question 1 Who are you walking with?

As you walk through the forest, you come across an animal.

Question 2 What kind of animal is it? A big animal or a small one? How do you interact with the animal?

Now you're walking deeper into the forest, and you come to a clearing, where there are no trees. There's a house in the middle of the clearing.

Question 3 How big is the house? Does it have a fence around it or not?

You walk up to the door of the house and it's open. You go in, and you see a table.

Question 4 What is there on the table? Are there any people sitting round it?

You finish looking around the house and you leave out of the back door. There's a huge garden behind the house. You go into the garden, and in the middle you find a cup.

Question 5 What is the cup made of? Is it a ceramic cup? Metal? Plastic? Paper?

As you walk to the end of the garden, you come to some water. You must cross this water in order to get home.

Question 6 What kind of water is it? A lake? A river? A small pond? How do you cross it? How wet do you get?

1.17

What you have just done is a psychological test which analyses how you interact with other people. Now I'm going to tell you what your answers mean.

The person you were walking with is an important person in your life.

The animal represents problems in your life. The bigger the animal, the more problems you have. How you interact with the animal represents how you deal with your problems. If you were aggressive or decisive, that means you confront your problems, try to solve them. If the interaction was peaceful, then you're a more passive person and often wait for problems to go away.

The house represents your ambitions. The bigger the house, the more ambitious you are. If there was no fence around the house, it means you're very open-minded, and welcome new ideas. If it had a fence, then you're more convinced that you're right, and tend to surround yourself by people who agree with you.

The table represents how you're feeling at the moment. If there was food or there were flowers on the table, and people sitting round it, this suggests that you're feeling happy in your relationships. No food, flowers, or people suggests that someone in your family or a friend is making you unhappy.

The cup represents how strong your relationship is with the person you're walking with, and how long the relationship will last. The harder and more resistant the material of the cup is, the stronger your relationship is.

The water represents your friends. If you saw a large river or lake, you have a big social circle and like to be surrounded by people. If you got very wet when you crossed it, your friends are very important for you. If you hardly got wet at all, it means that you depend less on your friends and are more self-sufficient.

2.8

Jane So, my husband and I were out shopping in our local town, and I saw a man lying on the ground. He was just a stranger, not someone I knew, and his wife was there, standing by him. And I used to be a nurse in A&E, so I went straight up to him to see if I could help. He was a bit blue, I felt his pulse and he didn't have a pulse, so I thought he was probably having a heart attack. I felt quite calm because I knew what to do – um, I started doing cardiac massage, you know, putting your hand on the chest and pressing down fast and at regular intervals, and my husband talked to the man's wife, he took her to one side to calm her down, because obviously she was in shock. I kept going until the ambulance turned up and the man was still alive then, and they took him to hospital. I was really pleased that I could do something.

Daniel So, I was cycling to work one morning, and just as I was coming round the corner, an old lady stepped off the pavement in front of me and she tripped and fell into the road. I just managed not to cycle into her, and I dropped my bike and I went over to see if she was OK, and it was busy in the street as the shops were just opening and lots of people were around. She'd fallen heavily but she was still conscious and she told us she was sure she'd broken her arm. Somebody stopped the traffic, and I helped move her to the pavement, somebody else went and got a chair from one of the shops, and someone else called an ambulance, and we stayed with her until it came. It was obviously an effort for her to sit up, it was very painful, so I let her lean against me. I remember I was a bit worried because I'd left my rucksack on the bike with all my things in it and I was worried someone was going to steal it, but I couldn't move because I was holding the woman up. Later, I went to visit her in hospital and she'd actually broken her shoulder in two places and had to have an operation. I think though, if I'd just been walking past, I wouldn't necessarily have gone to help, but because it had happened right in front of me, I felt I had to do something, and now I'm, I'm glad I was able to do something – I felt quite good about it afterwards.

Alison So, I was waiting for the bus at the end of my road to go into work. A very big man, very tall man walked past the bus stop and I noticed him particularly because he was wearing very dirty clothes and he was walking in rather a strange way, and to be honest, I thought he was probably drunk. Then all of a sudden, he stopped walking and fell backwards, and hit the back of his head on the pavement. He fell so hard on the back of his head that it made a really loud noise. And then he just lay still. Some teenagers in the queue called an ambulance and I stood by the man. I felt completely helpless. He was breathing, but I didn't really know what to do. The ambulance arrived quite quickly, and the paramedic took the man's hand and talked to him, and then they put him on a stretcher and took him away. Afterwards, I thought I should've done more, I should've perhaps turned him on his side, or put a coat under his head – at least, I should have held his hand to show someone was there. I felt a bit ashamed because I think the reason why I didn't help him more was because he was a bit dirty, a bit scruffy, and I was scared of him.

2.9

Doctor Hello again, Mr Payne. What's the problem this time?

Mr Payne Doctor, I haven't been feeling well for a few days. I've been coughing a lot, and I keep getting headaches. I have a temperature today.

Doctor What have you been taking for the headaches?

Mr Payne Paracetamol. But I read on the internet that headaches can be the first symptom of a brain tumour.

Doctor How many tablets have you taken today?

Mr Payne I took two before breakfast.

Doctor And have you taken your temperature this morning?

Mr Payne Yes. I've taken it five or six times already. It's high.

Doctor Let me see. Mmm…well, your temperature seems to be perfectly normal now.

Mr Payne I think I need a blood test. I haven't had one for two months.

Doctor Well Mr Payne, you know, I think we should wait for a few days and see how your symptoms…um…develop. Take two more paracetamol and go to bed early tonight.

Mr Payne But…

Doctor Goodbye, Mr Payne. Goodbye.

2.10

Receptionist Your next patient is Mrs Morris – here are her notes…

Doctor How many times has Mr Payne been to the Health Centre this month?

Receptionist Er, six times, I think…

Doctor That Mr Payne! He's a complete pain in the neck…

2.23

Presenter Welcome to today's programme. The topic is age and fashion, and the question is, do people nowadays dress their age, and should they? Our guests are both fashion journalists with well-known magazines. Hello, Liza and Adrian.

Liza, Adrian Hello. Hi!

Presenter Hi. Let's start with you, Liza.

Liza Well, the first thing I'd like to say to all the young people out there is, next time you give your granny a warm cardigan and some fur slippers for her birthday, don't be surprised if she asks for the receipt, because she'll probably want to go out and change them for something more exciting.

Presenter So you think nowadays older women dress much younger than they used to?

Liza Oh, absolutely. Think of women like Meryl Streep, Catherine Deneuve, Helen Mirren, Jane Fonda... When Jane Fonda was in her seventies, she appeared on a US talk show wearing a leather miniskirt – she looked fabulous! But, of course…

Adrian I have to say, I saw that programme and I thought Jane Fonda looked awful…

Presenter Adrian, can you let Liza finish?

Adrian Sorry. Sorry, go ahead.

Liza Well, what I was going to say was that it isn't just famous women who are dressing younger; some recent research says that nine out of ten women say that they try to dress younger than their years.

Adrian What about younger women?

Liza Well, yes, of course it depends on your age. A lot of teenage girls try to dress older than they are, maybe to get into pubs and bars. But I would still say that from 30 onwards, most women try to dress younger than they are.

Presenter And do you think there's anything wrong with that?

Liza Nothing at all, it's a question of wearing what suits you. And that could be anything, from current trends to classics. I mean, OK, there are a very few things which can look a bit ridiculous on an older woman, like, let's see, very short shorts…but not many.

Adrian I think very short shorts look ridiculous at any age, well, on anyone over 15 or so.

Presenter Adrian, what about men? Do you think they also try to look younger than their age?

Adrian Well, interestingly, in the research Liza mentioned, only 12% of the men who were questioned said that they had ever thought about dressing to look younger. But actually, I think a lot of them weren't telling the truth. Look at all those middle-aged men you see wearing jeans which are too tight and T-shirts with slogans. I think they look terrible, as if they trying to pretend they're still in their twenties.

Liza Sorry, but I don't agree. I think Mick Jagger looks great in tight jeans and T-shirts. They suit him!

Adrian True, but Mick Jagger is one in a million. Most men of his age can't carry it off. Personally, I do think that men should take their age into account when they're buying clothes.

Presenter Let's go back to the idea of dressing older than your age. Do you think that men do that too?

Adrian Yes, definitely, some do. Some men in their twenties look as if they were 20 years older by wearing blazers and chinos, or wearing a suit and a tie to work when nowadays most men don't dress like that.

Liza Maybe they've just started work and they want their bosses to take them more seriously?

Adrian Well, perhaps.

Presenter I think we're running out of time. So, to sum up, Liza, Adrian, what would your fashion rules be?…

2.24

Presenter So, to sum up, Liza, Adrian, what would your fashion rules be? Liza?

Liza Wear whatever you think suits you and makes you feel good.

Presenter And Adrian?

Adrian Dress for the age you are, not for the age you wish you were.

Presenter Liza, Adrian, thank you very much.

3.1

A Good afternoon. This is your captain speaking. I'd like to welcome you all on board the Wings Flight 86A to London Stansted. We are currently cruising at an altitude of 33,000 feet at an airspeed of 400 miles per hour. The weather en-route looks good and we are expecting to land in London approximately 15 minutes ahead of schedule. So, sit back, relax, and enjoy the rest of the flight.

B This is a platform alteration. The 11.32 South-Eastern service to Margate will now depart from platform 13. Passengers travelling on the 11.32 South-Eastern service to Margate, please make your way to platform 13, as the train is ready for boarding.

C We are sorry to announce that the 14.15 South-Western service to Bournemouth has been cancelled. This is due to a signalling failure. South-Western Railways apologises for the disruption to your journey today.

D Ladies and gentlemen, may we have your special attention for the following safety instructions. There are six emergency exits on this aircraft, all marked with exit signs. Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you.

E This is the final boarding call for passengers Alice and Christopher Carter booked on flight NY372A to Las Vegas. Please proceed to Gate three immediately. I repeat. This is the final boarding call for Alice and Christopher Carter. Thank you.

F Ladies and gentlemen, welcome on board Flight MA4B7 to San Francisco. We are currently third in line for take-off and are expected to be in the air in approximately seven minutes time. We ask that you please fasten your seatbelts at this time and place all baggage securely underneath your seat or in the overhead compartments. We also ask that your seats and tray tables are in the upright position for take-off. Please turn off all personal electronic devices.

G The next train to arrive at platform 3 will be the 17.08 Great Western service to London Paddington calling at Reading, Slough, and London Paddington. This train is formed of five coaches. First-class coaches are at the front of the train.

H This is a Northern Line train via Bank, terminating at Morden. The next station is London Bridge. Change here for the Jubilee Line.

I This is the pre-boarding announcement for flight FS89B to Rome. We're now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes time. Thank you.

J We have now landed in London Gatwick. Please disembark by either the front or rear exits. Make sure you have all your personal belongings with you.

3.9

Interviewer With me in the studio today I have Richard, who's a pilot, and he's going to answer some of the most frequently asked questions about flying and air travel. Hello Richard.

Richard Hello.

Interviewer So, Richard, the first question is, what weather conditions are the most dangerous when flying a plane?

Richard Probably the most dangerous weather conditions are when the wind changes direction very suddenly. Er… this tends to happen during thunderstorms and typhoons and it's especially dangerous during take-off and landing. But it's quite unusual – I've been flying for 25 years now and I've only experienced this three or four times.

Interviewer What about turbulence? Is that dangerous?

Richard It can be very bumpy and very uncomfortable but it isn't dangerous. Even strong turbulence won't damage the plane. Pilots always try to avoid turbulence, but it can sometimes occur without any warning, which is why we always advise passengers to wear their seatbelt all the time during the flight.

Interviewer Which is more dangerous, take-off or landing?

Richard Both take-off and landing can be dangerous. They are the most dangerous moments of a flight. Pilots talk about the 'critical eight minutes' – the three minutes after take-off and the five minutes before landing. Most accidents happen in this period. But I would say that take-off is probably slightly more dangerous than landing. There is a critical moment just before take-off when the plane is accelerating, but it hasn't yet reached the speed to be able to fly. If the pilot has a problem with the plane at this point, he has very little time – maybe only a second – to abort the take-off.

Interviewer Why are passengers asked to switch off their electronic devices during take-off and landing?

Richard It's mainly because they don't want passengers to be distracted, in case there's an emergency. It's nothing to do with the devices interfering with aircraft controls, I mean, aircraft control systems are so sophisticated now, that they wouldn't cause any interference. Incidentally, that's also the reason why people have to put their tray tables up. If we had to abandon take-off or have an emergency evacuation a tray table could cause a passenger injury or prevent other passengers from getting out easily.

Interviewer Is it really worth listening to safety demonstrations?

Richard Definitely. I can tell you for a fact that when pilots are passengers in a flight they always identify the nearest emergency exit and count how many rows in front or behind it is.

Interviewer Do you ever get scared?

Richard I've been asked this many times and the answer is no – hand on heart. I've been flying since I was 16 and there's never been a single occasion where I've felt scared in the air. Bear in mind you've been asking me about dangerous situations, but these are incredibly rare.

Interviewer Thanks very much Richard.

3.21

Part 2

The day of the party arrived. Mathilde was a success. She was the prettiest of them all, elegant, smiling, and mad with joy. All the men stared at her, asked her name, and asked to be introduced. She danced all night in a cloud of happiness.

They left at about four in the morning. It was a cold night, and her husband could not find a cab.

They walked towards the Seine, shivering and finally found one. When they got home, Mathilde took off her cloak, but as she glanced at the mirror to see herself one last time, she suddenly gave a cry.

Her husband, half undressed already, asked –

'What is the matter with you?'

She turned to him, in terror.

'The necklace. I have lost Madame Forestier's diamond necklace!'

He jumped up, frightened –

'What? How? It is not possible!'

They searched everywhere, but they did not find it. They had no way of contacting the cab driver. Her husband rushed out, and retraced their steps from the Ministry to where they had caught the cab. He came back at about seven o'clock in the morning. He had found nothing. He went to the police, to the newspapers and to the cab companies to offer a reward, hoping against hope that it would be found.

'You must write to your friend,' he said, 'that you have broken the clasp of her necklace and that you are having it repaired. That will give us time to decide what to do.'

By the end of the week they had lost all hope. The next day they went from jeweller's to jeweller's, looking for a necklace like the one Mathilde had borrowed.

In a shop in the Palais Royal, they found a diamond necklace that seemed to them absolutely identical. The price was thirty-six thousand francs.

Monsieur Loisel had eighteen thousand francs which he had inherited from his father. He borrowed the rest, asking a thousand francs from one friend, five hundred from another, doing business with money lenders, and signing promises to pay which he was not sure he would be able to keep. Finally, he was able to raise the eighteen thousand more that they needed.

When Mathilde took the necklace back to Madame Forestier, she said, coldly,

'You should have brought it back sooner. I might have needed it.'

4.7

Presenter And moving on to our next guest… We all know that one of the favourite topics of conversation here in the UK is the weather, especially after the scorching temperatures we've been having recently. Now, we have with us in the studio meteorologist Mike Bench, and earlier in the show we asked listeners to tweet us any questions they had about the weather, and now Mike's going to answer some of them for us. Welcome to the show, Mike.

Mike Thanks Jennie.

Presenter So, the first question for you from our listeners is: What's the difference between a meteorologist and a weather presenter?

Mike Well basically, a meteorologist collects all the data, whereas a presenter, well, is given the information and presents it on the radio or on TV or wherever. Mind you, a few presenters are also trained meteorologists, but not many.

Presenter How far ahead can you accurately predict the weather?

Mike I think typically, we can forecast about five to seven days ahead on average. But some weather is more predictable than others. If there's high pressure, with not much changing, we could forecast, maybe, seven to ten days ahead. On other occasions, it can be very uncertain, we don't know even over just a few hours, so for example, if there's a lot of low cloud at airports, it will be very difficult for us to know when the cloud is going to clear enough for aircraft to take off or land.

Presenter Are long-term forecasts ever accurate?

Mike In terms of forecasting as far ahead as next summer or winter, there's a very new system where we can see how what's happening in one part of the world might affect another weather system somewhere else, so, like, weather in the Arctic and in the Indian Ocean both make a difference to the weather in the UK. So we can't get real detail that far ahead, but we can get a general trend.

Presenter What's your favourite kind of weather?

Mike Thunderstorms, especially at night, because they're very exciting. You can see things like the lightning moving around inside the clouds, especially at night, when the lightning really highlights the shape of the clouds. You never quite know what weather might come out of a thunderstorm, it's a kind of 'weather factory' really. It can generate large amounts of rain of tremendous intensity, it can bring very strong winds, large hail, snow sometimes… there's just incredible power and majesty in thunderstorms.

Presenter Why do you think the British talk about the weather so much?

Mike Because it affects absolutely everything we do, every day, so, for instance, driving to and from work, what to wear when we're going out, whether we heat our house or not, it can affect what's in the shops, even how we feel – it just absolutely affects everything. Another reason is that in the UK, the weather changes all the time. We might not get global extremes of weather, but we get pretty much everything, so there's always something to talk about.

Presenter In what ways have you noticed that the weather has changed in the last ten years?

Mike Well, in fact, over the last ten years, I don't think the weather has changed an awful lot. This year we've had an intense heatwave and also quite a lot of snow, it's unusual, yes, these are quite extreme for the UK, I suppose, but it's not unprecedented, both have happened before, and both will happen again. There's evidence to show that maybe extreme weather is happening a little bit more frequently; certainly globally, looking at the science, it tends to have got more extreme than it has been in the past, and it's obviously becoming a bit warmer as well, so yeah, but I've not necessarily noticed it myself day to day.

Presenter Are you optimistic or pessimistic about climate change?

Mike I'm fairly pessimistic about it. I think in the UK, it will probably lead to more frequent, more extreme heatwaves, potentially colder and longer winters, and some more extreme weather as well, more intense rainfall, and a greater risk of extreme flooding.

Presenter Mike, thank you very much for coming and answering our questions…

4.8

1 Holly

Interviewer Are you a risk-taker?

Holly Generally definitely not, and I think that started early in life when I was a little girl. I hated getting hurt, therefore I thought, if I don't take any risks, I won't get hurt, and so I think even to this day I'm not really a risk-taker.

Interviewer Can you give me an example of a risk you have taken?

Holly Well, as I said I don't usually take risks, for example, I hate flying. I only fly if there's no alternative, and I drive safely, carefully, because I don't want to put myself or my family in any danger. But once, someone persuaded me to try scuba-diving. I was very worried in the beginning, until I knew what I was doing. My mum was absolutely horrified that I was going to try it, so maybe it's a personality thing. In my family, my children are the same, but anyway, in the end I was very pleased I did the scuba-diving, it's one of the best things I've ever done! That's quite interesting, isn't it, so even for me, I can see that sometimes taking a risk has a positive outcome.

2 Karen

Interviewer Are you a risk-taker?

Karen I'd say that, on the whole, perhaps I am.

Interviewer Can you give me an example of a risk you've taken?

Karen Well, something I do a lot is buy things on eBay. And there, you're buying something you, you've never seen, you're relying on what the seller says about it, but you're going to calculate the risk based on their description, and how much you're paying, so if it only costs £5.00, it's not a great risk, however, if it's an expensive item, you might lose some money. But I reckon that's something that most people take a risk on now.

3 Tom

Interviewer Are you a risk-taker?

Tom I am in some ways, I mean I've done some things that were physically dangerous – but when it comes to things like money, then I think I'm much more conservative.

Interviewer Can you give me an example of a risk you've taken?

Tom Well, when I finished university, my mum and dad just wanted me to apply for a normal kind of job, for example, working for a company, but I decided that I wanted a bit more fun while I was that age, so I decided to spend some time working as a bar manager, and I worked at loads of different food and drinks festivals all over the UK. I knew it would affect my CV, because employers are always asking you questions about why you chose to do that, how was that useful to you, and just saying it seemed like a fun idea isn't a very good answer. After two or three years, I realised that it was going to be very difficult for me to continue doing the job past the age of about 30. But now I'm glad I did it, and actually maybe it gave me what they call soft skills, like being flexible and dealing with people, which are really useful in my job now – I work in sales in a computer software company – so on balance, I think the risk was worth it in the end.

4 Jeanie

Interviewer Are you a risk-taker?

Jeanie Um, not really, no, I don't think I am. Though once I took a really big risk.

Interviewer What was it?

Jeanie When I left university, I went into a well-paid job straightaway, um, and after about two years I was doing really well and enjoying it a lot. And then, through some friends, I met this guy, Richard, and we fell in love immediately, I know people think love at first sight doesn't really happen, but it did. Anyway, um, he was – is – a scientist, a marine biologist, um, and after we'd been going out for not very long, he was offered a job working in Australia and he said, 'Come with me.' I did think about it a bit, but not much, and I left my well-paid job to follow a man I'd known less than three months to the other side of the world. My parents were horrified. I was a bit horrified myself, actually. But I married him and we're still together. So it was definitely worth it, but on the other hand, um, I haven't really had a career as such, and if I hadn't gone with him then, maybe I would've had a different kind of life. Who knows?

4.14

Skiing was the first extreme sport that I did. I started when I was six and I haven't really stopped since. I take after my dad – we're both sports-mad. He got me into skiing so he could take me on winter holidays.

I've done a lot of extreme sports in the mountains, such as mountain biking, and rock climbing, and ice-walking across glaciers. I've also done white-water rafting recently. It's very hard work, but really worth the energy.

I think it's because I love taking risks, I love the adrenaline rush.

I don't really think about getting injured or killed. I've never had a bad accident, but I've had some scary moments, where I knew if I made a mistake, I could get seriously hurt. But I've never really thought there was a chance I could die.

I think more and more people are taking part in extreme sports because they're becoming more accessible, and there's much more exposure than before on TV and on social media. Like I said before, it's the adrenaline rush that people really enjoy – you can't always get that in your everyday life.

A few years ago, I would have said men were much more associated with extreme sports. However, I think it's becoming a bit more equal between men and women. Extreme sportswomen are really appreciated, because they're going against the gender stereotype, but, men do still seem to dominate, maybe because they were more involved when the sports were first recognized.

5.2

Interviewer What was the most difficult or challenging part of your experience?

Ali Well, because you're, um, put on the island with just the clothes on your back and a few basic tools, it means that anything you eat you have to find, catch, and kill, if necessary. So for the first week, we didn't eat anything at all except a few coconuts. Um, so I lost four kilos in just a week. Um, after that most of what we ate was yucca, which is a bit like a potato, grows in the ground. But you have to walk a lot to find it, um, and even then it would only be the equivalent of having a small potato each, um, every day. So we were still hungry. We were able to catch some fish, um, and then we did manage to kill a wild boar. And also because of the lack of food we became really weak, so it was hard you, hard even to go out for a stroll along the beach. That became really difficult. It was also difficult being dirty all the time, because the water we had to wash in, er, was the sea. So you're obviously salty and covered in sand and you never really feel clean. Um, when it rained, which was all the time, the ground would become really muddy and everything would just get absolutely filthy. We had a couple of weeks where the weather was really bad, so we were completely soaked, really freezing cold, wet, miserable, and hungry. Um, and the other thing that was really difficult was the tension between the groups and also within our group, because everyone was very stressed and hungry and tired, it didn't take much for arguments to occur. And there's nowhere to escape from on the desert island.

Interviewer What were the highlights?

Ali So at first, even just landing on the island was a highlight, um, because we were so excited and we were meeting all these new people, um, we'd never met before, and we were full of enthusiasm and energy. Um, and we just had lunch, so we weren't hungry. Um, so when Bear Grylls picked us up on his boat and drove us round the island, um, and then he stopped in the middle of the sea and threw us out of the boat and told us to swim to the island, um, which was so exciting. Um, and the last week was also a real highlight for me because the two groups came together and we built a communal shelter in the middle of the beach so everyone – for everyone to sleep in and to enjoy, and we had a really good time. The weather at this point, um, had turned really good and so, we had a sports day and we had a talent show, and even a wedding! It was a really fun week. Um, but I think probably leaving the island was the real highlight – best day of my life, even. Um, it was so brilliant to know that we'd survived for 35 days. And seeing Bear pull up on his boat, er, to come and collect us was just an amazing feeling. I felt both really proud and super relieved.

Interviewer Out of the 16 people that landed on the island, 13, including Ali, managed to last the whole five weeks. Two participants decided to leave before the end, and unfortunately, one had to go to hospital with an eye injury. By the last week, the participants had all realized that they were much more effective working together as one big team than trying to survive in separate groups. How much money they earned or what their background was turned out to be completely irrelevant. Both teams worked hard, kept their moral high, and survived.

5.8

Yossi and Kevin soon realized that going by river was a big mistake. The river got faster and faster, and soon they were in rapids.

The raft was swept down the river at an incredible speed until it hit a rock. Both men were thrown into the water. Kevin was a strong swimmer and he managed to swim to land, but Yossi was swept away by the rapids.

But Yossi didn't drown. He was carried several kilometres downriver by the rapids, but he eventually managed to swim to the river bank. He was totally exhausted. By an incredible piece of luck, he found their backpack floating in the river. The backpack contained a little food, insect repellent, a lighter, and most important of all…the map. But the two friends were now separated by a canyon and six or seven kilometres of jungle.

5.9

Kevin was feeling desperate. He didn't know if Yossi was alive or dead, but he started walking downriver to look for him. He felt responsible for what had happened to his friend because he had persuaded him to go with him on the river.

Yossi, however, was feeling quite optimistic. He was sure that Kevin would look for him, so he started walking upriver, calling his friend's name. But nobody answered.

At night Yossi tried to sleep, but he felt terrified. The jungle was full of noises. Suddenly, he woke up because he heard a branch breaking. He turned on his flashlight. There was a jaguar staring at him…

Yossi was trembling with fear. But then he remembered something that he had once seen in a film. He used the cigarette lighter to set fire to the insect repellent spray and he managed to scare the jaguar away.

5.10

After five days alone, Yossi was exhausted and starving. Suddenly, as he was walking, he saw a footprint on the trail – it was a hiking boot. It had to be Kevin's footprint! He followed the trail until he discovered another footprint and then another. But suddenly he realized that the footprints weren't Kevin's footprints. They were his own. He had been walking around in a circle. At that moment Yossi realized that he would never find Kevin. In fact, he felt sure that Kevin must be dead. He felt totally depressed and on the point of giving up.

5.11

But Kevin wasn't dead. He was still looking for Yossi. But after nearly a week, he was also weak and exhausted from lack of food and lack of sleep. He decided that it was time to forget Yossi and try to save himself. He had just enough strength left to hold onto a log and let himself float down the river.

Kevin was incredibly lucky – he was rescued by two Bolivian hunters who were travelling downriver in a canoe. The men only hunted in that part of the rainforest once a year, so if they had passed by a short time earlier or later, they wouldn't have seen Kevin. They took him back to the town of San José, where he spent two days recovering.

5.12

As soon as Kevin felt well enough, he went to a Bolivian army base and asked them to look for Yossi. (*'My friend is lost in the jungle. You must look for him.'*) The army officer he spoke to was sure that Yossi must be dead, but in the end Kevin persuaded them to take him up in a plane and fly over the part of the rainforest where Yossi might be. But the plane had to fly too high over the rainforest and the forest was too dense. They couldn't see anything at all. It was a hopeless search. Kevin felt terribly guilty. He was convinced that it was all his fault that Yossi was going to die in the jungle. Kevin's last hope was to pay a local man with a boat to take him up the river to look for his friend.

5.13

By now, Yossi had been on his own in the jungle for nearly three weeks. He hadn't eaten for days. He was starving, exhausted, and slowly losing his mind. It was evening. He lay down by the side of the river ready for another night alone in the jungle.

Suddenly he heard the sound of a bee buzzing in his ear. He thought a bee had got inside his mosquito net. But when he opened his eyes, he saw that the buzzing noise wasn't a bee…

It was a boat. Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance that Kevin would find his friend. But he did. Yossi was saved.

When Yossi had recovered, he and Kevin flew to the city of La Paz and they went directly to the hotel where they had agreed to meet Marcus and Karl.

But Marcus and Karl were not at the hotel. The two men had never arrived back in the town of Apolo. The Bolivian army organized a search of the rainforest, but Marcus and Karl were never seen again.

5.20

1. One thing I really regret is not being brave enough to ask out a girl who I met at a party last summer. I really liked her but I was just too scared to invite her on a date in case she said no. I wish I'd tried. I'm absolutely positive we would have got on well. Now it's too late – she's engaged to another guy!
2. Um, I wish I'd had more time with my grandmother. She died when I was 12, and since then I've discovered that she must have been a really fascinating person, and there are so many things I'd love to have been able to talk to her about. She was Polish, but she was in Russia, in St Petersburg, during the Russian Revolution and she knew all sorts of interesting people at the time: painters, writers, people like that. I was only a kid, so I never asked her much about her own life. Now, I'm discovering all about her through reading her old letters and papers, but I wish she'd lived longer so that I could have talked to her about those times face-to-face.
3. When I was 16 I got the chance to change schools and go to a better school to do my last two years. My parents were really keen for me to change because they thought I'd probably get better marks in the university entrance exams and so have a better chance of going to university. But I was totally against the idea because I didn't want to leave all my friends behind and I didn't know anyone at the other school. So, in the end I managed to convince them and I stayed at my old school. I did OK in my exams, but not brilliantly. Um, now I wish I'd listened to my parents. It would have been much better for my future career, but at the time I just couldn't see it.

6.1

1 Rafa

Interviewer Why do you have problems sleeping?

Rafa Well I'm Spanish, but I moved to London a few years ago when I married a British woman. I've been living here for three years now. I have a lot of problems getting to sleep at night because our bedroom just isn't dark enough. I can't get used to sleeping in a bedroom where there's light coming in from the streetlights outside. In Spain, I always used to sleep in complete darkness because my bedroom window had blinds and when I went to bed I used to close the blinds completely. But here in England, our bedroom window just has curtains and curtains don't block out the light properly. It takes me a long time to get to sleep at night and I always wake up more often than I used to do in Spain.

Interviewer So why don't you just get thicker curtains?

Rafa Because my wife doesn't like sleeping in a completely dark room. She says that she feels claustrophobic if the room is too dark.

Interviewer Ah, yes, some people do feel like that.

2 Mike

Interviewer Why do you have problems sleeping?

Mike Well, I'm a policeman so I have to do shift work, which means I work at night every other week, so I start work at 10 o'clock at night and finish at 6.00 in the morning the following day. The main problem is that my body's used to sleeping at night, not during the day. So it's very hard to get used to being awake all night and trying to work and concentrate when your body is just telling you to go to bed.

Interviewer But isn't it something you eventually get used to?

Mike Actually no, because I work during the day for one week and then the next week I work at night, which means that just when my body has got used to being awake at night then I go back to working in the day, and then of course I can't get to sleep at night because my body thinks it's going to have to work all night.

The other problem is that when I get home after working a night shift, everyone else is just starting to wake up, so that means that it can be really noisy. The neighbours put on the radio, and bang doors and shout to wake their children up. So even though I'm really tired, it's just very hard to get to sleep.

Interviewer How many hours do you usually sleep?

Mike Before I became a policeman, I used to sleep about eight or nine hours a night, but I think now I probably don't sleep more than six hours.

3 Steph

Interviewer Why do you have problems sleeping?

Steph I have a lot of problems sleeping because of jet lag. I have to travel a lot in my job and I take a lot of long-haul flights. I fly to New York quite often and I arrive maybe at 6.00 in the evening my time, but when it's only one o'clock in the afternoon in New York. So at 5.00 in the afternoon New York time, I'll be feeling tired and ready for bed because it's my bed time. But I can't go to sleep because I'm probably still working or having dinner with my American colleagues. Then when I do finally get to bed at say midnight, I find that I wake up in the middle of the night because my body thinks that it's morning because it's still working on UK time.

Interviewer And can you get back to sleep when you wake up?

Steph No, that's the problem. I can't get back to sleep. And then the next day when I have meetings I feel really sleepy. It's very hard to stay awake all day. And just when I'm finally used to being on New York time, then it's time to fly back to the UK. And flying west to east is even worse.

Interviewer Oh! Why's that?

Steph Because when I get off the plane it's early morning in the UK. But for me, on New York time, it's the middle of the night. It takes me four or five days to recover from one of those trips.

Interviewer Gosh, that must be really difficult for you.

Steph Yeah, it is.

6.9

I know a lot about sleep. I've been involved in sleep research for over 36 years. I call myself a sleep expert, and I think that if you are going to give advice about sleep, you should follow your own rules. So here are some things you should know about my sleep habits.

1 I sleep in a different bedroom from my partner. Everyone should sleep alone. It's much better, if you can, to have your own room. You can wake refreshed, rather than be cross because your partner snored all night. My partner wasn't offended when I suggested we had separate rooms. In fact, she found she slept much better. Apparently, I make funny noises in my sleep.

2 I sleep under natural materials. I wouldn't dream of getting into a bed made with hot, sweaty, man-made fibres. If you're really hot, it's hard to fall asleep or stay asleep. This is why we turn over at night – not just to relieve pressure, but to find a cool spot. To sleep well, we need to lose one degree of body temperature, and cotton is excellent at keeping us cool.

3 I'm obsessive about pillows. Pillows are really necessary for good sleep. It's essential that your body is in the right position, and a pillow should fill the gap between your shoulder and neck, to keep the neck and spine aligned when you lie on your side. I have two pillows because I'm tall and that works for me, but if one pillow holds you in the correct position, that's fine too. I wash my pillows every six months and dry them outside.

4 I sleep with the window open. Fresh air is good for sleep, and a build-up of carbon dioxide disturbs it. It's the warmth under the duvet that's important, not the warmth of the room. So keep your bedroom door open and open the window at least a centimetre every night, all year round. Even if it's minus 5 degrees, I keep the window open, and curl up with a hot water bottle.

5 I don't have dinner late. I prefer to eat before 7.00 p.m. If you have a large meal too close to bedtime, your body will still be working to digest it, and not resting. Eating your main meal three or four hours before bed is ideal.

6 I drink coffee in the evenings. After dinner in a restaurant I will happily order an espresso. Many people are insensitive to caffeine. Unless you know that you're sensitive to caffeine, it's actually the worrying that you've drunk caffeine that keeps you awake, not the caffeine itself.

7 I need 9½ hours' sleep. It's a myth that you need an average of eight hours' sleep. Sleep need is genetic – some people might need four hours, others eleven. The right amount of sleep for you is something you can work out based on how many hours you need to feel alert during the day. That figure stays the same for you throughout your life. I always wake up at the same time early every morning, so to get the amount of sleep I need, I know I need to be in bed by 9.30 p.m.

8 I read a book before going to sleep. Everyone should have a way to relax before going to sleep. I read a non-thrilling book, often short stories, or a book with short chapters. You don't want something where every chapter ends on a cliffhanger, because that makes you want to read on.

6.10

Part 1

I think it's very interesting that human beings are the only animals which listen to music for pleasure. A lot of research has been done to find out why we listen to music, and there seem to be three main reasons. Firstly, we listen to music to make us remember important moments in the past, for example, when we met someone for the first time. Think of Humphrey Bogart in the film *Casablanca*, saying, 'Darling, they're playing our song'. When we hear a certain piece of music, we remember hearing it for the first time in some very special circumstances. Obviously, this music varies from person to person.

Secondly, we listen to music to help us change activities. If we want to go from one activity to another, we often use music to help us make the change. For example, we might play a certain kind of music to prepare us to go out in the evening, or we might play another kind of music to relax us when we get home from work. That's mainly why people listen to music in cars, and they often listen to one kind of music when they're going to work and another kind when they're coming home. The same is true of people on buses and trains.

The third reason why we listen to music is to intensify the emotion that we're feeling. For example, if we're feeling sad, sometimes we want to get even sadder, so we play sad music. Or we're feeling angry and we want to intensify the anger then we play angry music. Or when we're planning a romantic dinner, we lay the table, we light candles, and then we think, 'What music would make this even more romantic?'

6.12

Part 2

Let's take three important human emotions: happiness, sadness, and anger. When people are happy, they speak faster, and their voice is higher. When they are sad, they speak more slowly and their voice is lower, and when people are angry, they raise their voices or shout. Babies can tell whether their mother is happy or not simply by the sound of her voice, not by her words. What music does is, it copies this, and it produces the same emotions. So, faster, higher-pitched music will sound happy. Slow music with lots of falling pitches will sound sad. Loud music with irregular rhythms will sound angry. It doesn't matter how good or bad the music is, if it has these characteristics, it will make you experience this emotion.

Let me give you some examples. For 'happy', for example, the first movement of *Beethoven's Seventh Symphony*. For 'angry', say, *Mars*, from *The Planets*, by Holst. And for 'sad', something like *Albinoni's Adagio for Strings*.

Of course, the people who exploit this most are the people who write film soundtracks. They can take a scene which visually has no emotion and they can make the scene either scary or calm or happy, just by the music they write to go with it. Think of the music in the shower scene in Hitchcock's film *Psycho*. All you can see is a woman having a shower, but the music makes it absolutely terrifying.

7.1

F1 = female student 1, M1 = male student 1, F2 = female student 2, F3 = female student 3, M2 = male student 2

F1 Where's my milk? It's not here.

M1 I haven't seen it. You must have finished it.

F1 I definitely didn't finish it. I was keeping a bit for my cereal this morning. One of you must have used it.

F2 It can't have been me. I only drink my soya milk. Could you have drunk it last night and then forgotten? Did you have something before going to bed?

F1 No I didn't. I just drank a glass of water.

M1 Someone might have given it to the cat.

F1 Oh come on. We all know she drinks water, not milk. I'm telling you, last night I know there was some milk in the fridge. MY milk.

M1 Well, I don't know what's happened to it. In any case, you should have put your name on it.

F1 I did put my name on it! In capital letters!

F3 And it wasn't me, because I stayed at Mike's last night and I had breakfast there before getting back here.

F1 What are you drinking Jack?

M2 Just coffee.

F1 Yes, white coffee. That's where my milk went. You didn't have any milk of your own in the fridge.

F2 Ooh, Jack, you naughty boy!

F1 Well, you can go to the supermarket and get me some more.

M2 OK, OK, calm down. I'll go and get you some milk…

7.7

In life, we sometimes have disagreements with people. It could be with your partner, with your boss, with your parents, or with a friend. When this happens, the important thing is to try not to let a difference of opinion turn into a heated argument. But, of course, it's easier said than done.

The first thing I would say is that the way you begin the conversation is very important. Imagine you live with your partner, and you're feeling annoyed because you feel that you always do most of the housework. If you say, 'Look, you're not doing your share of the housework,' you're beginning the conversation in a very negative way, and the discussion will very soon turn into an argument. It's much more constructive to say something like, 'I think we should have another look at how we divide up the housework. Maybe there's a better way of doing it.'

My second piece of advice is simple. If you're the person who's in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize – say to your flatmate, your parents, or your husband, 'Sorry, it was my fault', and move on. The other person will have much more respect for you if you do that.

The next tip is, don't exaggerate. Try not to say things like, 'You always forget our wedding anniversary', when perhaps this has only happened once before, or, 'You never ever remember to turn the lights off.' This will just make the other person get very defensive because what you're saying about them just isn't true.

If you follow these tips, you may often be able to avoid an argument. But if an argument does start, it's important to keep things under control and there are ways to do this.

The most important thing is not to raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say, 'I didn't mean to shout. I'd rather we didn't argue, but this is very important to me.', and continue calmly. If you can talk calmly and quietly, you'll find the other person will be more ready to think about what you're saying.

It's also very important to stick to the point. Try to keep to the topic you're talking about. Don't bring up old arguments, or try to bring in other issues. Just concentrate on solving the one problem you're having, and leave the other things for another time. So, for example, if you're arguing about the housework, don't suddenly say, 'And another thing, I was really disappointed with my birthday present – you didn't make any effort at all.'

And my final tip is that, if necessary, call 'Time out' like in a sports match. If you think that an argument is getting out of control, then you can say to the other person, 'Listen, I'd rather talk about this tomorrow when we've both calmed down.' You can then continue talking about it the next day when perhaps both of you are feeling less tense and angry. That way, there's much more chance that you'll be able to reach an agreement. You'll also probably find that the problem is much easier to solve when you've both had a good night's sleep.

But I want to say one last thing which I think is very important. Some people think that arguing is always bad, but that isn't true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship, whether it's three people sharing a flat, a married couple, or just two good friends. If you don't learn to argue properly, then when a real problem comes along, you won't be prepared to face it together. Think of all the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationships become stronger and last longer.

7.10

This still is from the film *Atonement*, a period drama set in the 1930s. It shows Keira Knightley, who plays Cecilia Tallis, the elder daughter of a wealthy family, and James McAvoy who plays Robbie, the son of the family's housekeeper. Cecilia is studying at Cambridge University, and, unusually, Robbie is too, his studies being paid for by Cecilia's father. Despite moving in very different circles at university, they have always been close and they are now back at the family home for the holidays. This evening, there's going to be a dinner party, to which Robbie has been invited. In this shot, he is following her in to dinner. She is feeling anxious and indecisive, because she has just realized that she is in love with him, but knows that their relationship would be frowned on given their difference in status. Despite this, soon after they declare their love for each other. The film was one of Knightley's first big starring roles. It won several awards and was nominated for several others, including costume design. This green dress is one of the stunning outfits she appears in.

7.12

A Helen Mirren won a well-deserved Oscar for her performance as Queen Elizabeth II in *The Queen*. The film is about how the Royal Family responds to the tragic death of Diana, Princess of Wales in a car crash in 1997. The Queen had had a troubled relationship with Diana, who had divorced Prince Charles. When Diana dies, she feels the death is a private affair, and wants to protect her grandchildren, Princes William and Harry, from the paparazzi, so she keeps them at her castle in Scotland. However, there is a massive outpouring of grief from the general public, who surround Buckingham Palace with flowers, and both the Prime Minister and Prince Charles think the Queen should return to London. At first, she refuses, but in the end, she is persuaded to come back, and in this scene, the climax of the film, she inspects the thousands of flowers outside the palace. Her expression shows a mixture of feelings: sadness, perhaps some surprise at the strength of the public's love for Diana, and perhaps relief that she'd made the right decision in the end to come back to London.

B This is a scene from the fantasy film *Fantastic Beasts and Where to Find Them*, which is a prequel to the Harry Potter films. Set in 1926, the film stars Eddie Redmayne as the wizard Newt Scamander, who comes to New York with a suitcase containing several magical creatures. When he's at the bank, one of the creatures escapes from the suitcase. In this scene, he's desperately trying to recapture it, and is watching, horrified, as it starts stealing things from people in the bank. J.K. Rowling herself both wrote the script and co-produced the film, and it was the first film set in Harry Potter's wizarding world to win an Oscar.

C Frances McDormand, who won an Oscar for best actress in *Three Billboards Outside Ebbing, Missouri*, is without doubt one of the most versatile actresses of her generation. This still is from the Coen brothers' black comedy *Burn after Reading*, which also starred George Clooney and Brad Pitt. McDormand plays the role of Linda Litzke, a personal trainer, who, with her co-worker Chad, tries to steal money from a retired CIA worker. Linda is in desperate need of money, mainly because she's obsessed with expensive cosmetic surgery. In this scene, she's discussing with the doctor the work she wants done. During the discussion, the doctor has suggested that she have an operation to get rid of her crow's feet – the lines and wrinkles around the eyes. Linda protests that they're baby, tiny crow's feet, and as the doctor explains the procedure, she feels more and more unsure and indecisive about what to do. The genius of McDormand's acting is that although the character of Linda is self-centred, superficial and not very bright, McDormand manages to portray her as a true American heroine.

D This still shows Daniel Kaluuya in the 2017 American horror movie *Get Out*. Daniel plays the role of Chris, a young black photographer, who goes to meet the parents of his white girlfriend Rose, who live in a large house in the country. Although the parents try to make it clear that they're not at all racist, Chris quickly realizes that there is something very strange about them, and about the black servants they employ. In this scene, Rose's mother, a psychiatrist who practises hypnotherapy, is hypnotizing him. Although in theory it is to help him to stop smoking, here she gets him to relive the horror and the shock of the evening when he was six years old and his mother was killed in a car accident. Kaluuya was nominated for an Oscar for his performance, and the movie won the Oscar for best screenplay.

7.14

Exercise 2 is called: Stroking an animal.

This exercise is often used in drama classes for beginners, to help them to develop their body language. It should be done in a group.

Each person must think of an animal they really like. It can be a wild or tame animal, big or small. Then imagine stroking it. Think about where it is, in your hand, in your arms, standing or sitting next to you. Now, one by one, mime the action to the rest of the group. They have to guess which animal it is.

OK, now exercise 3 is called: What were they wearing?

The exercise is aimed at developing attention. Attention is very important for an actor, as you have to be able to observe every detail of other people.

The exercise is done in a group, with one person acting as the host. In a group, sit in a circle and, for three minutes, try to focus on what everyone is wearing. It's important to remember as many details as you can: clothes, accessories, etc. After three minutes, close your eyes unless you're the host of the game, and the host asks questions, for example, 'Anna, tell me, please, what's Helen wearing?', 'John, what colour are Anna's shoes?', etc. At the end, everyone opens their eyes and checks the answers.

The last exercise we're going to do today is exercise 4: The 'magic' image.

Showing emotions on stage or on camera can be very hard for some beginners. One trick, which this exercise helps with, is to develop a way of recalling the desired emotion.

The exercise can be done individually or in groups. Choose one emotion, for example, 'anger', and then on a piece of paper, write down some situations that make you angry, for example, noisy neighbours, or bad drivers. If you're doing this in a group, show each other what you've written down – you may want to choose some ideas from another person's list to add to your own list. Choose no more than five situations in total. When you have your final list, think of an image for each situation, for example, for noisy neighbours, it could be a dog, for bad drivers, a car, and so on. Now the important part – you need to create one new image on the sheet of paper which combines your separate anger images, for example, a car with a dog in the back, etc. This is your 'magic image' of anger. Recalling this image will help you to show anger when you're acting. You can do the same thing with other emotions, such as happiness, sorrow, and so on. So now let's actually do these exercises. We'll start with number two, stroking an animal. So if you get into groups of five or six, we'll get going.

8.1

Stay safe

Street crime is often unplanned, so making yourself less of a target, moving with purpose, and being aware of your surroundings will go a long way to keeping you safe when you're out and about. Here are eight important pieces of advice.

1. Be prepared. Always plan your route in advance. Carry a fully charged mobile phone and some cash, and tell someone where you're going.
2. Be assertive. From the moment you step out onto the street in the morning, you need to look assertive, and act and walk with confidence. This will always make you appear in control and you will seem much less vulnerable.
3. Be aware. Using a mobile phone, whether you're calling, messaging, or looking up information, reduces your awareness of your surroundings. So does listening to loud music on headphones, or wearing a hooded jacket or sweatshirt.

4 Hide it. Keep your valuables hidden either in a bag or under your clothes. This includes your phone, other devices such as cameras or tablets, and jewellery. Remember – out of sight, out of mind.
5 Go against the flow. When you're walking on the pavement, always face towards the oncoming traffic. This will make it more difficult for thieves on two-wheels to ride up from behind and snatch your bag. But, don't forget to still be aware of anyone approaching from ahead of you.
6 Trust your instincts. At night, try to avoid walking alone in places such as parks and quiet side streets, or in fact, in any area you don't know. If you do have to walk, keep to busy places where there is a lot of activity, good lighting, and CCTV. And if you're on public transport, it's much better to travel with people you know or stick to routes that other people are using.
7 Make a plan. Discuss with friends what to do if something were to go wrong on your night out together, for example, if you were to get separated. Agree on a backup plan and keep an eye on each other during the evening. And stick to what you've agreed.
8 Look out for trouble. Alcohol and drugs make it harder for you to assess risks and decide how to deal with them. So, be careful how much you drink, and never let your glass or bottle out of your sight, in case someone puts something into your drink. Stay safe!

8.7

Newsreader Police in Stockport are looking for a man who is said to be Britain's most polite armed robber. The robber always says please and thank you when he orders shop staff to give him money from the till. It is believed that he is a tall man in his early forties and that he wears a mask and washing-up gloves during the robberies. It is thought that he has robbed at least four shops in Stockport in recent weeks. DI Anderson from Greater Manchester Police has given a warning to the public.

Police Officer He is reported to be polite to his victims, but there's nothing polite about armed robbery. Last week, this man used a knife to threaten shop staff and they were terrified. Saying please and thank you doesn't change that.

8.11

Story 1

And now, some news for wine drinkers. It seems that 'red' and 'white' are no longer the only options. France finally has a wine to match all three of the colours on its national flag, as a new blue variety hits the shelves. Vindigo is a chardonnay that gets its distinctive blue colour by being passed through red grape skins. The grape skins contain a natural dye found in blackcurrants, red cabbage, and raspberries. The new wine is the responsibility of French entrepreneur, Rene Le Bail. He persuaded a company in Almeria in Spain, to produce the wine, after he was unable to convince anyone in France to become involved. Around 35,000 bottles of Vindigo are now on sale in the south of France – in the port city of Sete – for about €12 a bottle. In an interview with a French newspaper, Monsieur Le Bail describes the wine as 'ideal for the summer'. He says that it has aromas of cherry, blackberry, and passionfruit, and recommends drinking it on the beach, or around the swimming pool.

Story 2

And now for our last story today – a zoo in Egypt has denied painting a donkey with black stripes in order to make it look like a zebra. Egyptian student Mahmoud Sarhan, 18, was visiting the zoo in Cairo, when he noticed the animal, which had strange looking black stripes. Mr Sarhan was suspicious, and took a photo of the animal, which appeared to have strange black marks on its face, and posted it online. He later told the media, 'I knew it was a donkey as soon as I saw it. I'm an artist. I know the different shape of a donkey and a zebra, so it was easy to tell the difference.' After the image was was shared on social media, it went viral. Egyptian news site Extranews.tv approached a local vet, who agreed to examine the photo. He pointed out that zebras usually have a black nose and mouth, whereas the animal in Mr Sarhan's photo appears to be pale in this area. The vet added that authentic zebra stripes are usually straighter and clearer than those on the animal in Mr Sarhan's photo. The local radio station contacted the zoo's director, Mohamed Sultan. However, he refused to admit that the animal was a donkey.

9.1

The first point to bear in mind is that nothing, but nothing, is ever free. How often have you seen adverts saying things like, 'Get a free Bluetooth speaker when you subscribe to our magazine for six months'? There's something about the word 'free' that immediately attracts us – I want it! It makes us feel clever, as if we're going to get something for nothing. But, of course, that Bluetooth speaker (which, incidentally, will probably break the second time you use it) wasn't free at all. In spite of what the advert said, its price was really included in the magazine subscription. So, don't trust any advert which offers something for free.

A second trick which advertisers use is when they tell us, 'There are only a few left! Buy now while stocks last!' What happens to us when we read or hear these words? Even though we don't really need the products, and maybe don't even like them, we immediately want to be among the lucky few who have them. But – let's be clear about this – companies just don't run out of products. Do you really think the manufacturers couldn't produce a few more, if they thought they could sell them? Of course they could.

When it comes to new products, we, the consumers, are like sheep and we follow each other. So, another way advertisers have of getting us to use something is to tell us, 'Everybody's using it'. And of course, we think everybody can't be wrong, so the product must be fantastic. So as to make us believe it, they use expressions like, 'It's a must-have' or 'It's the in thing', and they combine this with a photograph of a large group of people, so that we can't fail to get the message. But don't be fooled. Even if everybody is using it (and they may not be), everybody can be wrong.

Another favourite message is 'You too can look like this', accompanied by a photo of a fabulous-looking man or woman. But the problem is, you can't look like this because actually the woman or man in the photo is a model and also because he or she doesn't really look like that, either. The photo has been airbrushed in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.

Adverts also often mention a particular organization which recommends their product – for example things like, 'Our dog biscuits are recommended by the International Association of Dog Nutritionists' – well, that's probably an organization which the company set up themselves. Or, 'A recent independent study found that our toothpaste cleans your teeth better than any other brand'. What study was it? Who commissioned the study? It was probably produced for the company itself, and paid for by them, too.

Finally, what most annoys me is, 'Trust me, I'm a doctor' or 'Trust me, I'm a celebrity'. The idea is that if a celebrity is using the product, it must be fantastic, or if a doctor recommends it, it must really work. But be careful. Although the actress is holding the product in the photo, do you really think she colours her hair with it at home? And the doctor in the advert, is he really a doctor or just an actor wearing a white coat?

9.11

1 I think I'd have to say Venice in Italy. In spite of all the tourists, all the clichés, I still think it's the most beautiful city I know. I always remember the first time I went – I arrived by train – and we stepped out of the station and suddenly it was all there, the canals, the wonderful old buildings. What makes it beautiful for me is the light, the combination of the reflections of the churches and palaces in the water, the wonderful winding streets alongside canals, which are all different but also all similar – it's an incredibly easy city to get lost in. And of course, the fact that there are no cars, no traffic. I fell totally in love with it that first time, and I've been back since then and loved it just as much. It's difficult to think of just one thing to see, I mean, Piazza San Marco is beautiful, the Rialto bridge, but I wouldn't say they were the things I remember most. I would actually say just wander, without a map or a goal and get lost. Everything is beautiful. The one thing I'd say to do is go on a *vaporetto* – a water bus – down the Grand Canal. I don't think gondolas are worth it – they're ridiculously expensive – and you can enjoy everything just as much on a *vaporetto*.
2 The most beautiful city I've been to recently is probably Curitiba, which is in southern Brazil. I think one of the things I liked about it most was, it's described as the greenest city on earth, and they've really focused on creating a quality public transportation system, there's a huge number of parks in Curitiba, in fact, there's so much grass that the local authority use sheep to cut the grass, not lawnmowers. And I just think that what I like about it is their commitment to trying to make the city, er, an environmentally-friendly place to live. One place you need to see there is the Wire Opera House which, it's built in the middle of an artificial lake in the middle of a park, and it's built out of steel tubes, it's really extraordinary, and beautiful I think. And if I had to recommend one thing to do I'd say go for a walk in the Bosque Alemão, it's one of the wonderful parks in Curitiba, and visit the free environmental university which is built up in the trees just nearby. Its mission is to educate people about the environment, and I just think that's a wonderful goal to have.
3 The most beautiful city I've ever been to is Bruges in Belgium – well, I'm not absolutely sure if it's a city or a town – but anyway it's my all-time favourite place. What makes it beautiful for me is the fact that it just looks as if it came out of a fairy tale, it's, er, there are very old buildings that aren't too tall and it's very traditional and the whole place is like that, there's nothing super modern like skyscrapers that breaks that illusion of being somewhere magical. There are lots of things to see – there are two really beautiful churches, but I think that the whole of the old city is just amazing to look at and also there are hardly any cars so you can just cycle or walk round. There are lots of canals with swans, I just sat there staring at everything and feeding the swans – it was so peaceful and beautiful. Something everyone who visits Bruges needs to do is go to the market, which is like a square with lots of shops and most of the shops sell chocolate, which is one of the main things they sell in Bruges and it's absolutely delicious, so I think you need to sit down and have a tea or a coffee and a couple of chocolates just looking out on this really beautiful square.

4 I know lots of beautiful cities and, er, I wouldn't choose one above all the others, but one I always love going back to is Edinburgh in Scotland, and something I really love about Edinburgh is that because it's quite compact, more or less wherever you are in the city you can see outside the city, so you can see the sea, you can see the hills around, so you always have a sense of the city and the landscape and I really like that. And one place, one thing I would recommend people to see in Edinburgh is something called the Scotsman's Steps which is a staircase that goes from the wall that joins the old town to the new town and it's actually an art work, it's called work number 1059 by an artist called Martin Creed and it's basically a staircase made of marble steps, each one is a different colour marble, so you really have a feel of going somewhere, you're going from one colour to the next, and I love that place. And something I would do in Edinburgh would be to walk along the river Leith either way, either from the port of Leith up into the city or the other way, because it's like a secret bit of Edinburgh and you see Edinburgh from a different perspective.

5 The most beautiful city I've been to is Kyoto in Japan. It's a really lovely place because it's a mix of, well, like many Japanese cities, very, very modern buildings and a lot of traditional, er, temple areas as well and you can walk down any Japanese shopping street and find a big supermarket or a modern office block next to a little temple where you step back in time many centuries. The one place that I would recommend you see is the Kinkaku-ji temple which is a very, very famous tourist site, it has a golden pavilion in the middle and it's the most wonderful place. It gets very, very busy but I was lucky enough to visit it when I lived in Japan and I was able to stay with a friend and go there very early in the morning to avoid the crowds. One thing you need to do if you go to Kyoto is to try to stay not in a modern hotel but in a ryokan which is a traditional Japanese guest house where you can sleep on tatami matting and have, er, Japanese breakfast which is rice, eggs, fish, and seaweed.

10.1

1

Child Why is the sky blue?

Scientist To understand why the sky is blue, we first need to understand a little about light. Although light from the Sun looks white, it is really made up of many different colours, as we see when they are spread out in a rainbow. Light is like a wave of energy, and each colour has a different wavelength. Red is the longest, and blue and violet are the shortest. When the Sun's light reaches the Earth's atmosphere, it's scattered by tiny molecules of gas in the air. Shorter wavelengths (violet and blue) are scattered the most widely, and our eyes are much more sensitive to blue than violet, so we see more of the blue light than the other colours. So that's why we see the sky as blue.

2

Child Why is the sea salty?

Scientist Most of our planet's surface is covered in salt water. But where does the salt come from? Well, some of it comes from rocks on the bottom of the sea, but most of it actually comes from the land around us. Every time it rains, tiny amounts of mineral salts dissolve into rivers, and these eventually get to the sea. Rivers aren't very salty, because they flow continually, but the Sun's heat causes the seawater to evaporate, so the salt in the sea becomes more concentrated.

3

Child Why can we sometimes see the moon during the day?

Scientist We all know that the Sun produces a lot of strong light. So when it's in the sky, we can't see the stars, or the other planets. The moon doesn't produce light – it reflects the light of the Sun. The moon is visible for about 12 out of every 24 hours because of the way it rotates around the Earth. This means it's visible for some time during daylight nearly every day.

4

Child Why do we have a leap year?

Scientist A year is the amount of time it takes the Earth to go around the Sun, and we've divided our calendar year into 365 days. However, it actually takes the Earth 365 days, 5 hours, 48 minutes and 45 seconds to go round the Sun. To deal with this difference, we add one day (24 hours) to our calendar every four years. This adjustment is not exactly correct, because it effectively adds 6 hours per year rather than the exact amount of the difference.

5

Child Why do we blink?

Scientist A 'blink of an eye' lasts only a tenth of a second. Every time you blink, your eyelids spread fluid across the surface of your eyes, to keep them moist, and also to stop them getting dirty. Blinking also keeps eyes safe from things that might damage them, such as bright light and sometimes, bigger objects coming into our eyes like a small stone. Blinking stops the activity in your brain that detects changes, so you never notice that you actually stop seeing for a very short time when you blink.

6

Child Why does cutting onions make us cry?

Scientist For a vegetable, onions have very complicated chemistry. When you cut them, a chemical reaction changes molecules in the onion into a gas. When this gas reaches the cornea, the transparent layer that covers and protects the outer part of your eye, the cornea senses it as an irritant. It acts to protect your eyes by making you cry, and the tears clean your eyes.

7

Child What is a cloud?

Scientist We all enjoy looking at clouds and seeing their different shapes but what's the science behind them? Well, the sky is full of drops of water. But most of the time you can't see them, because they are too small; the drops have turned into water vapour. As the water vapour goes higher in the sky, the air gets cooler. The cooler air causes the drops to start to stick to things, like bits of dust, ice, or sea salt, which make them visible. So that's what we see when we see clouds.

8

Child What is a black hole?

Scientist This is another physics question. A black hole is caused by gravity. There are places in space where gravity pulls so hard that even light cannot get out. The reason that gravity is so strong in a black hole is that a lot of matter – that's physical 'stuff'– has been compressed into a tiny space. A lot of matter has a high mass and this creates a strong gravitational pull. Inside a black hole, space is falling faster than light, which is why light can't escape.

10.11

Presenter When Neil Armstrong became the first man to walk on the Moon on July 20th 1969, a global audience of 500 million people were watching and listening. As he climbed down the steps from the spacecraft and stepped onto the moon they heard him say, 'That's one small step for man, one giant leap for mankind'. It seemed like the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether Armstrong got his lines wrong and made a mistake. James, tell us about it.

James Well, Armstrong always said that he wrote those words himself, which became some of the most famous and memorable words in history, during the time between landing on the moon and actually stepping out of the capsule onto the moon. That was nearly seven hours.

Presenter And so what is the controversy about what Armstrong said when he stepped down the ladder onto the moon?

James The question is, did he say, 'one small step for man' or 'one small step for a man'. That's to say did he use the indefinite article or not? It's just a little word, but there's a big difference in meaning. Armstrong always insisted that he wrote 'one small step for a man, one giant leap for mankind'. Of course, this would have been a meaningful sentence. If you say 'a man' then it clearly means that this was one small step for an individual man, i.e. himself, but one giant leap for mankind, that's to say, men and women in general. But what everybody actually heard was, 'One small step for man, one giant leap for mankind', with no indefinite article, and that sentence means, 'One small step for people in general, one giant leap for people in general.' And that doesn't really make sense.

Presenter So, did he just get the line wrong when he said it?

James Well, Armstrong himself was never sure if he actually said what he wrote. In his biography *First Man*, he told the author James Hansen, 'I must admit that it doesn't sound like the word "a" is there. On the other hand, certainly the "a" was intended, because that's the only way it makes sense.' He always regretted that there'd been so much confusion about it. But, almost four decades later, Armstrong was proved to be right. Peter Shann Ford, an Australian computer expert, used very hi-tech sound techniques to analyse his sentence and he discovered that the 'a' was said by Armstrong. It's just that he said it so quickly that you couldn't hear it on the recording which was broadcast to the world on 20th July 1969.

Presenter Was Armstrong relieved to hear this?

James Yes, he was. I think it meant a lot to him to know that he didn't make a mistake.

10.15

Elizabeth I A I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and a king of England too.

Abraham Lincoln B It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

Emmeline Pankhurst C The title of my speech today is 'The laws that men have made'. Men politicians are in the habit of talking to women as if there were no laws that affect women. 'The fact is', they say, 'the home is the place for women. Their interests are the rearing and training of children. These are the things that interest women. Politics have nothing to do with these things, and therefore politics do not concern women.'

Winston Churchill D We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

John F Kennedy E And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Martin Luther King F I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.
I have a dream today!

Nelson Mandela G I have cherished the ideal of a democratic and free society in which all persons live together in harmony, and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die.

Barack Obama H For when we have faced down impossible odds, when we've been told we're not ready, or that we shouldn't try, or that we can't, generations of Americans have responded with a simple creed that sums up the spirit of a people. Yes we can! Yes we can! Yes we can!

10.16

Presenter Welcome to today's programme. Our topic today is public speaking. Public speaking is right up there at the top of what most people say they're most afraid of. There is even a name for it – glossophobia. But hopefully after this programme you will feel a lot more confident if you do have to make a speech or give a presentation.
First we have Lynne Parker, an expert in the art of public speaking, who's going to tell us some of her do's and don'ts. Then after that, we're going to talk to Anya Edwards from Chile. Anya was a finalist in last year's English Speaking Union International public speaking competition. Welcome to you both.

Lynne Hello.

Anya Hello.

Presenter Lynne, I believe you have six key tips for us, is that right?

Lynne Yes that's right. My first tip, and maybe the most important one, is be yourself. This applies both to how you speak, and to what you actually do on the stage, whether that's standing up, sitting down, or moving about. Do what you feel comfortable with. The only don't as regards how you are on stage I'd say is, try not to continually walk up and down, because this tends to distract people from what you're saying.

Presenter Yes, I do find that distracting.

Lynne Secondly, if you're using PowerPoint, don't just type out your talk. You want people to listen to what you're saying, not to read ahead. Slides are best for illustrating your talk or for drawing attention to a point. Pictures are often better than words, but if you use words, do keep it short. And do remember the 10-20-30 rule. Do you know what that is?

Presenter Er, no, do tell us.

Lynne The 10-20-30 rule is that the ideal presentation should have 10 slides, last 20 minutes, and never have a font size on the slides that's less than 30 points.

Presenter Ah, great, that's an easy one to remember. And tip number 3?

Lynne Maintain eye contact with your audience, whether it's to 500 people in a room or 20 people in a classroom or round a table. Don't spend the whole talk looking at your notes or slides.

Presenter How can you maintain eye contact with 500 people?

Lynne Well, you can't with all of them, of course, but a good technique is to scan the audience occasionally from side to side and front to back, to give the impression you're talking to everyone.

Presenter Number 4?

Lynne Rehearse, rehearse, rehearse. In front of a mirror, or even better video yourself. It'll make you aware of how you use your hands and body, and even what clothes look right.

Presenter Number 5?

Lynne Include a couple of good sound bites. Whenever you hear something good, write it down, as you might be able to use it later.

Presenter So sound bites, rather than stories or examples?

Lynne Well, no, not instead of – a good story or example can also help to illustrate a situation, or help people to remember the point you were making. Just don't make it too long, and if you're telling a little story, remember, good stories have a beginning, a middle and an end.

Presenter And your last point?

Lynne Listen to other speakers. There are lots of good resources online, such as TED talks and The Moth, which is a great storytelling website. Also, listen to people talking when you're out and about, for example travelling on public transport or queuing up in the supermarket. You never know what witty remarks or good stories you might pick up along the way.

Presenter Thank you very much Lynne.

10.17

Presenter And now, moving on to Anya. Anya, you took part in the competition last year, is that right?

Anya Yes.

Presenter Can you tell us a bit about it?

Anya Well, it's open to people from any country between the ages of 16 and 18. First you compete at home, so for me, in Chile, and then the international finals take place in London.

Presenter What exactly did you have to do there?

Anya So you have to give two speeches. The first one is a prepared speech which is a maximum of five minutes on a subject that they give you – that year for me it was on the role of education. And then after your speech you have to answer questions for three to four minutes. And then the second speech, and this was definitely the scariest, was the impromptu speech. You are given three subjects to choose from which you've never seen before, and then 15 minutes to choose one and prepare a speech of 3 minutes.

Presenter What did you choose?

Anya I chose the title 'to be grown up is a state of mind'.

Presenter Were you nervous?

Anya I was nervous, very nervous. But then I've never not been nervous before speaking in front of an audience. I've done a lot of drama, of acting, and that's taught me that nerves are good because you can learn to channel them into a better performance.

Presenter How is public speaking different from acting?

Anya Well in many ways they're similar because you need many of the same qualities: to be able to stand in front of an audience confidently and speak clearly, to be convincing. But I'd say that public speaking is harder because you can't rely on anyone else. If you miss a line, there won't be someone next to you to give you your cue, and you're the main focus of attention 100% of the time.

Presenter And what did you learn from the experience?

Anya I think it was one of the most useful skills I've ever learnt, and that any person can have. If you've learnt to do it well, and practised, it means that you'll never ever have to worry about standing up and speaking in front of other people.

Presenter What tips would you give to someone about writing a speech?

Anya Well for writing a speech, I'd say, to start by talking about the topic out loud and record whatever comes into your head on your phone. Then listen back to it, and start by ordering your ideas on paper. And if you think the subject you have to talk about is a bit dry, try to come up with some anecdotes to illustrate it. Also, use plain simple language. Vocabulary that's too complicated puts people off.

Presenter And to deliver it?

Anya I agree entirely with Lynne about being authentic, being yourself. If you want your speech to be effective, people need to believe what you say, and in order to convince them, you need to be convinced yourself.

1A

GRAMMAR BANK

question formation

1 How long **have you** been waiting? How many children **does your sister** have? **Should we** buy her a present? 1.3
2 Why **didn't you** like the film? **Isn't this** a beautiful place? **Don't you** have to be at school today?
3 **What** are they talking **about**? **Who** does this bag belong **to**?
4 **Who lives** in that house? **How many people follow** you on Twitter?

1 We make questions with tenses where there is an auxiliary verb (*be*, *have*, etc.) and with modal verbs (*should*, *must*, etc.) by inverting the subject and the auxiliary / modal verb. With the present and past simple, we add the auxiliary verb *do / does* or *did* before the subject.

2 We often use negative questions to show surprise when we expect somebody to agree with us, or to check whether something is true.

3 If a verb is normally followed by a preposition, e.g. *talk about sth*, the preposition comes at the end of the question, not at the beginning. **NOT** ~~*About what are you talking?*~~

- We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*

4 When *who / what / which*, etc., is the **subject** of questions in the present or past simple, we don't use *do / did*, e.g. *Who wrote this?* **NOT** ~~*Who did write this?*~~

Who wrote this?

indirect questions

Could you tell me **what time the shop next door opens**? 1.4
Do you know **if (whether) Mark's coming to the meeting**?

- We use indirect questions when we want to ask a question in a more polite way. We begin with a phrase such as *Can / Could you tell me…? Do you know…? Do you think…? Do you remember…? Would you mind telling me…? Do you have any idea…?*
- Compare:
  What time does the post office open? (direct question) and *Could you tell me what time the post office opens?* (indirect question)
- In indirect questions, the order is subject + verb. *Can you tell me where **it is**?* **NOT** ~~*Can you tell me where is it?*~~
- We don't use *do / did* in the second part of the question. *Do you know where he lives?* **NOT** ~~*…where does he live?*~~
- You can use *if* or *whether* in questions without a question word and after: *Can you tell me, Do you know*, etc.

Other expressions followed by the word order of indirect questions

The word order of indirect questions is used after:
I wonder…, e.g. ***I wonder** why they didn't come.*
I'm not sure…, e.g. ***I'm not** sure what time it starts.*
I can't remember…, e.g. ***I can't remember** where I left my phone.*
I'd like to know…, e.g. ***I'd like to know** what time you're coming home.*

a Order the words to make questions.

tomorrow can't Why come you ?
Why can't you come tomorrow?
1 I Should her tell I feel how ?
2 friend known long best have How you your ?
3 tell when you train next leaves the Could me ?
4 are What about you thinking ?
5 at do weekend you What doing the like ?
6 music to does What Jane kind like listening of ?
7 you time film know finishes Do what the ?
8 class students yesterday to many came How ?
9 you remember is where Do the restaurant ?
10 housework family in Who your the does ?

b Complete the questions with the words in brackets.

Where *did you go* on holiday last year? (you / go)
1 How often ____________ exercise? (you / usually do)
2 Who ____________ *Oliver Twist*? (write)
3 Could you tell me how much ____________? (this book / cost)
4 I can't remember where ____________ my car this morning. (I / park)
5 ____________ your trip to Paris last weekend? (you / enjoy)
6 What kind of work ____________? (your sister / do)
7 Who ____________ the last biscuit? (eat)
8 Do you know what time ____________ on Saturdays? (the swimming pool / open)
9 Why ____________ the present you gave her? (your sister / not like)
10 ____________ play your music so loud? I can't concentrate. (you / have to)

p.7

1B

auxiliary verbs

1 I like cats, but my husband **doesn't**. 1.14
Sally's coming tonight, but Angela **isn't**.
2 **A** I loved his latest film.
B **So did I**.
A I haven't finished the book yet.
B **Neither** (**Nor**) **have I**.
Andrew's a doctor and **so is his wife**.
3 **A** I don't like shopping online.
B I **do**. I buy a lot of my clothes online.
4 **A** I went to a psychic yesterday.
B **Did you?**
A I'll make dinner tonight.
B **Will you?** That's great!
5 **A** You didn't lock the door!
B I **did** lock it; I know I **did**.
A Silvia isn't coming.
B She **is** coming. I've just spoken to her.
6 You won't forget, **will** you?
She can speak Italian, **can't** she?

- We use auxiliary verbs (*do*, *have*, etc.) or modal verbs (*can*, *must*, etc.):

1 to avoid repeating the main verb / verb phrase, e.g. **NOT** ~~*I like cats, but my husband doesn't **like cats***~~.

2 with *so* and *neither* to say that someone or something is the same. Use *so* + auxiliary + subject to respond to a statement with a positive verb, and *neither* (or *nor*) + auxiliary + subject to respond to a statement with a negative verb.

- We use a positive auxiliary verb after *neither* (or *nor*), e.g. *Neither did I*. **NOT** ~~*Neither didn't I*.~~

3 to respond to a statement and say that you (or someone or something) are different.

4 to make 'reply questions'. These often show interest or surprise.

5 to show emphasis in a positive sentence, often when you want to contradict what somebody says. With the present / past simple, we add *do* / *does* / *did* before the main verb. With other auxiliaries, e.g. *be*, *have*, *will*, the auxiliary verb is stressed and not contracted.

6 to make question tags, we use a positive auxiliary with a negative verb, and a negative auxiliary with a positive verb.

- Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case, the question tag is said with falling intonation, i.e. the voice goes down.
- Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case, the question tag is said with rising intonation, as in a normal *yes* / *no* question.

a Complete the mini-conversations with an auxiliary or modal verb.

A You didn't remember to buy coffee.
B I *did* remember. It's in the cupboard.
1 **A** He's booked the flights, __________ he?
B Yes, I think so.
2 **A** It's hot today, __________ it?
B Yes, it's boiling.
3 **A** Why don't you like classical music?
B I __________ like it, but it isn't my favourite.
4 **A** I wouldn't like to be a celebrity.
B Neither __________ I.
5 **A** Mike is arriving tomorrow!
B __________ he? I thought he was arriving today.
6 **A** What did you think of the film?
B Tom liked it, but I __________. I thought it was awful.
7 **A** Emma doesn't like me.
B She __________ like you. She just doesn't want to go out with you.
8 **A** Are you a vegetarian?
B Yes, I am, and so __________ my boyfriend.
9 **A** You'll remember to call me, __________ you?
B Yes, of course!
10 I really want to go to Egypt, but my boyfriend __________. He hates the heat.

b Complete the conversation with a suitable auxiliary verb.

A You're Tom's sister, *aren't* you?
B Yes, I'm Carla.
A It's a great club, [1]__________ it?
B Well, it's OK. But I don't like the music much.
A [2]__________ you? I love it! I've never been here before.
B Neither [3]__________ I. I don't go clubbing very often.
A Oh, [4]__________ you? I [5]__________. In fact, I usually go most weekends.
B [6]__________ you? I can't afford to go out every weekend.
A I didn't see you at Tom's birthday party last Saturday. Why [7]__________ you go?
B I [8]__________ go, but I arrived really late because my car broke down.
A Oh, that's why I didn't see you. I left early.
B I fancy a drink. I'm really thirsty after all that dancing.
A So [9]__________ I. Let's go to the bar.

p.11

2A

present perfect simple and continuous

present perfect simple: *have* / *has* + past participle

🔊 2.12

1 **Have** you ever **broken** a bone?
I**'ve** never **seen** him before.
2 I**'ve** just **phoned** for an ambulance, but it **hasn't arrived** yet.
I**'ve** already **told** you three times.
3 It's the best book I**'ve** ever **read**.
4 My computer**'s crashed**!
Look, it**'s started** snowing.
5 I**'ve known** Miriam since I was a child.
My sister **has been** ill for ten days now.
6 How many Agatha Christie novels **have** you **read**?
They**'ve seen** each other twice this week.

- We use the present perfect simple:

1 to talk about past experiences when you don't say when something happened, often with *ever* or *never*.
2 with *just*, *yet*, and *already*.
3 with superlatives and *the first*, *second*, *last time*, etc.
4 for finished actions (when no time is specified) which have present results.
5 with non-action verbs (= verbs not usually used in the continuous form, e.g. *be*, *need*, *know*, *like*, etc.) to say that something started in the past and is still true now.
- This use is common with time expressions like *How long…?*, *for* or *since*, *all day* / *evening*, etc.
- Don't use the present simple in this situation. **NOT** ~~I know Miriam since I was a child.~~

6 when we say or ask *how much* / *many* we have done or *how often* we have done something up to now.

present perfect continuous: *have* / *has* + *been* + verb + *-ing*

🔊 2.13

1 How long **have** you **been waiting** to see the doctor?
He**'s been messaging** his girlfriend all evening.
2 I **haven't been sleeping** well recently. It**'s been raining** all day.
3 I**'ve been shopping** all morning. I'm exhausted.
My shoes are filthy. I**'ve been working** in the garden.

- We use the present perfect continuous:

1 with action verbs (e.g. *run*, *listen*, *study*, *cook*) to say that an action started in the past and is still happening now (unfinished actions).
- This use is common with time expressions like *How long…?*, *for* or *since*, *all day* / *evening*, etc.
- Don't use the present continuous in this situation. **NOT** ~~I'm living here for the last three years.~~

2 for repeated actions, especially with a time expression, e.g. *all day*, *recently*.
3 for continuous actions which have just finished (but which have present results).

present perfect simple or continuous?

🔊 2.14

1 I**'ve been feeling terrible** for days.
He**'s liked** classical music since he was a teenager.
2 She**'s been having** piano lessons since she was a child.
They**'ve had** that car for at least ten years.
3 We**'ve lived** in this town since 1980.
We**'ve been living** in a rented flat for the last two months.
4 I**'ve painted** the kitchen. I**'ve been painting** the kitchen.

1 To talk about an unfinished action, we normally use the present perfect continuous with action verbs (e.g. *run*, *listen*, *study*, *cook*) and the present perfect simple with non-action verbs (e.g. *be*, *need*, *know*, *like*, etc.).
2 Some verbs can be action or non-action, depending on their meaning, e.g. *have piano lessons* = action, *have a car* = non-action.
3 With the verbs *live* or *work*, you can often use the present perfect simple or continuous. However, we normally use the present perfect continuous for more temporary actions.
4 The present perfect simple emphasizes the completion of an action (= the kitchen has been painted). The present perfect continuous emphasizes the duration of an action (= the painting of the kitchen may not be finished yet).

a Circle the correct form. Tick (✓) if both are possible.

Have you ever [✓ *tried*] / *been trying* caviar?
1 She's *worked* / *been working* here since July.
2 Your mother has *phoned* / *been phoning* three times this morning!
3 The kids are exhausted because they've *run* / *been running* around all day.
4 Tim and Lucy haven't *seen* / *been seeing* our new house yet.
5 I've never *met* / *been meeting* her boyfriend. Have you?
6 It's *snowed* / *been snowing* all morning.
7 Bill has just *gone* / *been going* to work. He won't be back till this evening.
8 My sister has *lived* / *been living* alone since her divorce.
9 I've *read* / *been reading* all morning. I've now *read* / *been reading* 100 pages.

b Complete the sentence with the present perfect simple or continuous of the verb in brackets.

I*'ve bought* a new car. Do you like it? (buy)
1 We ______________ Jack and Ann for years. (know)
2 You look really hot. ______________ at the gym? (you / work out)
3 Emily ______________ her homework yet, so I'm afraid she can't go out. (not do)
4 They don't live in London – they ______________. (move)
5 I hope they're getting on OK. They ______________ a lot recently. (argue)
6 We __________ for hours. Is this the right way? (walk)
7 Why is my laptop switched on? ______________ it? (you / use)
8 Oh no! I ______________ my finger on this knife. (cut)

p.18

2B

using adjectives as nouns, adjective order

adjectives as nouns

2.15

1 In most African countries, **the young** still look up to **the old**.
The poor are getting poorer, and **the rich** are getting richer.
The government needs to create more jobs for **the unemployed**.

2 **The English** are famous for drinking tea.
The Chinese invented paper.
The Dutch make wonderful cheeses.

- You can use *the* + some adjectives to talk about groups of people, e.g.

1 specific groups in society, such as *the young*, *the old* (or *the elderly*), *the sick* (= people who are ill), *the blind*, *the deaf*, *the homeless*, *the dead*.

2 some nationalities that end in *-ch*, *-sh*, *-ese*, and *-ss*, such as *the French*, *the Spanish*, *the British*, *the Japanese*, *the Irish*, *the Swiss*, etc. (most other nationality words are nouns and are used in the plural, e.g. *the Brazilians*, *the Poles*, *the Turks*, *the Hungarians*, *the Argentinians*, etc.).

- You can also use adjective + *people* to talk about a group of people, e.g. *poor people*, *homeless people*, *old people*, *French people*.
- To talk about one person, use, e.g. *a Japanese woman*, *a rich man*, etc. **NOT** ~~*a Japanese*~~, ~~*a rich*~~.

adjective order

2.16

We've got a **lovely old** cottage just outside Bath.
She has **long fair** hair.
I bought a **beautiful Italian leather** belt.

- You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order, e.g. **NOT** ~~*an old lovely cottage*~~.
- Opinion adjectives, e.g. *beautiful*, *nice*, *lovely*, always go before descriptive adjectives, e.g. *big*, *old*, *round*.
- If there is more than one descriptive adjective, they go in this order:

OPINION	SIZE	AGE	SHAPE	COLOUR	PATTERN	ORIGIN / PLACE	MATERIAL	NOUN
expensive	little	brand new	long	purple	spotted	French	silk	scarf
beautiful						Italian		car

a Rewrite the underlined phrase using *the* + an adjective.

People from Spain enjoy eating out. *The Spanish*
1 People from the Netherlands tend to be good at languages.
2 Florence Nightingale looked after the people who weren't well during the Crimean War.
3 The system of reading for people who can't see is called Braille.
4 People from France think that their cuisine is the best in the world.
5 Ambulances arrived to take the people who had been injured to hospital.
6 People from Switzerland are usually very punctual.
7 The worst season for people without a home is winter.
8 There is a discount for people without a job.
9 The monument was erected to honour the people who died in the Second World War.
10 There are special TV programmes for people who can't hear, which use sign language.

b Write the adjectives in brackets in the correct place. Change *a* to *an* where necessary.

a big car park (empty) *a big empty car park*
1 a man (young / attractive)
2 shoes (old / dirty)
3 a velvet jacket (black / beautiful)
4 a girl (teenage / tall / American)
5 a beach (sandy / long)
6 a country house (magnificent / 17th-century)
7 a leather bag (Italian / stylish)
8 eyes (huge / dark)
9 a dog (black / friendly / old)
10 a T-shirt (striped / cotton)

p.21

3A

narrative tenses: past simple, past continuous, past perfect, past perfect continuous

narrative tenses

1 We **arrived** at the airport and **checked in**. 3.10
2 We **were having** dinner when the plane hit some turbulence. At nine o'clock most people on the plane **were reading** or **were trying** to sleep.
3 When we arrived at the airport, we suddenly realized that we**'d left** one of the suitcases in the taxi.
4 We**'d been flying** for about two hours when suddenly the captain told us to fasten our seat belts because we were flying into some very bad weather.

1 We use the **past simple** to talk about consecutive actions or situations in the past, i.e. for the main events in a story.

2 We use the **past continuous** (*was* / *were* + verb + *-ing*) to describe a longer continuous past action or situation which was in progress when another action happened, or to describe an action or situation that was not complete at a past time.

3 We use the **past perfect** (*had* + past participle) to talk about the 'earlier past', i.e. things which happened before the main event(s).

4 We use the **past perfect continuous** (*had been* + verb + *-ing*) with action verbs (*go*, *play*, *watch*, etc.) to talk about longer continuous actions or situations that started before the main events happened and continued up to that point. Non-action verbs (e.g. *be*, *have*, *know*, *like*, etc.) are not normally used in the past continuous or past perfect continuous.

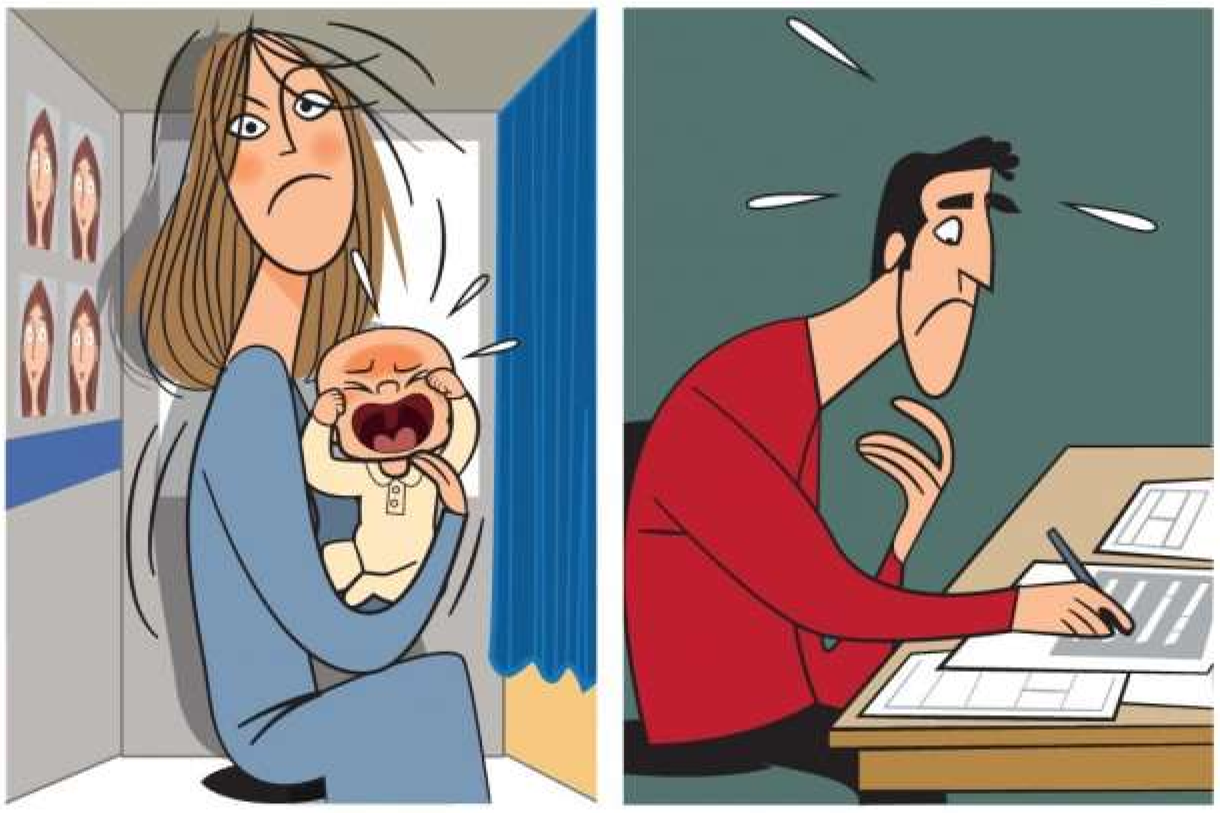
past perfect simple or continuous?

Lina was crying because she**'d been reading** a very sad book. 3.11

Lina didn't want to see the film, because she**'d** already **read** the book.

- The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

a Circle the correct verb form.



Meg and Liam McGowan [✓ *got*] / *were getting* a nasty surprise when they [1] *had checked in / were checking in* at Heathrow airport yesterday with their baby, Shaun. They [2] *had won / won* three free plane tickets to Rome in a competition, and they [3] *were looking forward to / had been looking forward to* their trip for months. But, unfortunately, they [4] *had been forgetting / had forgotten* to get a passport for their son, so Shaun couldn't fly. Luckily, they [5] *had arrived / were arriving* very early for their flight, so they still had time to do something about it. They [6] *had run / ran* to the police station in the airport to apply for an emergency passport. Meg [7] *was going / went* with Shaun to the photo booth, while Liam [8] *had filled in / was filling in* the forms. The passport was ready in an hour, so they [9] *hurried / were hurrying* to the gate and [10] *got / had got* on the plane just in time.

b Put the verb in brackets in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

His English was very good. He*'d been learning* it for five years. (learn)

1 I was really fed up because we __________ for hours. (queue)
2 She went to the police to report that someone __________ her bag. (steal)
3 It __________ all morning. The streets were wet, and there were puddles everywhere. (rain)
4 She got to work late because she __________ her phone at home and __________ go back and get it. (leave, have to)
5 I almost didn't recognize Tony at the party. He __________ a lot since I last saw him. (change)
6 The tourists' faces were very red. They __________ in the sun all morning and they __________ any sun cream. (sit, not put on)
7 I could see from their expressions that my parents __________. (argue)
8 Jess had a bandage on her arm because she __________ off her bike that morning. (fall)
9 I was amazed because I __________ such an enormous plane before. (never see)
10 How long __________ you __________ before you realized that you were lost? (walk)

p.28

3B

the position of adverbs and adverbial phrases

🔊 3.14

1 He walks very **slowly**.
I speak five languages **fluently**.
The driver was **seriously** injured in the accident.

2 I **hardly ever** have time for breakfast.
Liam's **always** late for work.
I would **never** have thought you were 40.

3 It rained **all day yesterday**.
My parents'll be **here in half an hour**.

4 I've **nearly** finished.
We're **incredibly** tired.
My husband works **a lot**, but he doesn't earn **much**.

5 **Unfortunately**, the parcel never arrived.
Ideally, we should leave here at 10.00.

- Adverbs can describe an action (e.g. *he walks* ***slowly***) or modify adjectives or other adverbs (e.g. *it's* ***incredibly*** *expensive, he works* ***very*** *hard*). They can either be one word (e.g. *often*) or a phrase (e.g. *once a week*).

1 **Adverbs of manner** describe how somebody does something. They usually go after the verb or verb phrase, however, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

2 **Adverbs of frequency** go before the main verb but after the verb *to be*.

- *sometimes*, *usually*, and *normally* can also be put at the beginning of the phrase or sentence for emphasis, e.g. *Sometimes the weather can be very wet, but not today.*
- If there are two auxiliary verbs, the adverb goes after the first one.

3 **Adverbs of time and place** normally go at the end of a sentence or clause. Place adverbs normally go before time adverbs. **NOT** ~~*My parents will be in half an hour here.*~~

- Adverbs of time can also go at the beginning for emphasis, e.g. ***Soon*** *it will be Christmas!* **OR** *It will be Christmas* ***soon****!*

4 **Adverbs of degree** describe how much something is done, or modify an adjective.

- *nearly* and *almost* are used before a verb or verb phrase.
- *extremely*, *incredibly*, *very*, etc. are used with adjectives and adverbs, and go before them.
- *a lot* and *much* are often used with verbs and go after the verb or verb phrase.
- *a little* / *a bit* (*of*) can be used with adjectives or verbs, e.g. *I'm a bit / a little tired. We rested a bit / a little after the flight.*

5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adverbs are: *luckily*, *basically*, *clearly*, *obviously*, *apparently*, *eventually*, etc.

Other adverbs

Most other adverbs go in mid-position, e.g. *I* ***just*** *need ten more minutes. I didn't speak to Jo at the party – I didn't* ***even*** *see her. She'll* ***probably*** *come in the end.*

a Underline the adverbs or adverbial phrases in each sentence. Correct the word order if it's wrong.

We're going to be unfortunately late. ✗
Unfortunately, we're going to be late.
He can speak German fluently. ✓
1 She liked a lot the present.
2 Mark came last night very late home.
3 The ambulance arrived at the scene of the accident after a few minutes.
4 A young man was hurt badly and was taken to hospital.
5 I was incredibly tired last night.
6 She's lazy a bit about doing her homework.
7 I forgot your birthday almost, but my sister fortunately reminded me.
8 We luckily had taken an umbrella, because it started to rain straight away.
9 Mary doesn't always eat healthily – she often has snacks between meals.
10 John has been apparently sacked.

b Put the adverbs in brackets in the normal position in these sentences.

seriously
I'm ‸considering resigning from my job. (seriously)
1 Their house was damaged in the fire. (badly, last week)
2 Ben is at his friend's house. (often, in the evening)
3 My father has a nap. (usually, in the afternoon)
4 Julia left and she didn't say goodbye. (early, even)
5 Martin eats quickly. (always, incredibly)
6 His brother died in a skiing accident. (apparently, nearly)
7 We're going to the cinema. (probably, tonight)
8 I send emails. (rarely, nowadays)
9 I've bought a beautiful new coat. (just, really)
10 Karen realized that she was going to learn to drive. (eventually, never)

p.31

4A

future perfect and future continuous

future perfect: *will have* + past participle

4.1

The rain **will have stopped** by this afternoon.

Some people think that sea levels **will have risen** by as much as a metre in 50 years' time.

Laura **won't have arrived** before dinner, so I'll leave some food in the oven for her.

When **will they have learned** enough English to be able to communicate fluently?

- We use the future perfect (*will have* + past participle) to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions **by** *Saturday / March / 2030*, etc., or **in** *two weeks / months*, etc.
- *by* + a time expression = at the latest. With *in*, you can say *in six months* or *in six months' time*.
- We form the negative with *won't have* + past participle, and make questions by inverting the subject and *will / won't*.

future continuous: *will be* + verb + *-ing*

4.2

1 Don't phone between 7.00 and 8.30, as we**'ll be having** dinner then.
Good luck with your test tomorrow. I**'ll be thinking** of you.
Will you **be waiting** for me when I get off the train?
This time tomorrow, **I'll be sitting** at a café, **drinking** a beer.

2 You don't need to get up early. **We won't be leaving** until about 9.30.
I'll be going to the supermarket later. Do you want anything?

1 We use the future continuous (*will be* + verb + *-ing*) to say that an action will be in progress at a certain time in the future.

Compare:

Come at around 7.30. ***We'll have*** *dinner at 8.00.* (= we will start dinner at 8.00)

and

Don't phone between 7.00 and 8.30, as ***we'll be having*** *dinner.* (= at 8.00 we will already have started having dinner)

- We form the negative with *won't be* + verb + *-ing* and make questions by inverting the subject and *will / won't*.

2 We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided.

a **Complete the sentence using the future perfect or future continuous.**

The film starts at 7.00, but I won't arrive until 7.15. When I arrive at the cinema, the film *will have started*. (start)

1 The flight to Geneva takes off at 9.00 and lands at 10.30.
At 10.00 they ________ to Geneva. (fly)

2 I usually save €200 a month.
By the end of the year, I ________ €2,400. (save)

3 Rebecca leaves at 6.30. It takes her an hour to get to work.
At 7.00 tomorrow, she ________ to work. (drive)

4 The meeting starts at 2.00 and finishes at 3.30.
Don't call me at 2.30, because we ________ a meeting. (have)

5 Sam is paying for his car. The last payment is in May.
By June, he ________ for his car. (pay)

6 Their last exam is on 31st May.
By the end of May, they ________ their exams. (finish)

7 She writes a chapter of her novel a week. This week she's on chapter five.
By the end of this week, she ________ five chapters. (write)

8 Sonia is usually at the gym between 6.30 and 7.30.
There's no point phoning Sonia now. It's 7.00 and she ________ at the gym. (work out)

b **Complete the conversation with the verbs in brackets in the future perfect or continuous.**

A Well, it looks like we*'ll be having* very different weather in the future if climate change continues. (have)

B What do you mean?

A Well, they say *we'll be having* much higher temperatures here in London, as high as 40°. And remember, we [1]________ on the beach – we (not lie) [2]________ in 40°, which is quite different. (work) And islands like the Maldives [3]________ by 2100 because of the rise in the sea level. (disappear) They say the number of storms and tsunamis [4]________ by the middle of the century, too, (double) so even more people [5]________ to the cities by then, looking for work. (move) Big cities [6]________ even bigger by then. (grow) Can you imagine the traffic?

B I don't think there will be a problem with the traffic. Petrol [7]________ completely by then anyway, (run out) so nobody will have a car. Someone [8]________ a new method of transport, (invent) so we [9]________ around in flying taxis or something. (get)

p.37

4B

zero and first conditionals, future time clauses (with all present and future forms)

zero conditional

You **need to** do some exercise every day **if** you **want** to be fit. 4.9

If people **are wearing** headphones in the street, they often **don't notice** other people.

If you **haven't been** to New York, you **haven't lived**.

- We use zero conditionals to talk about something which is always true or always happens as a result of something else. We use *if* + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

first conditional

If the photos **are** good, I**'ll send** them to you. 4.10

If you**'re not going** to Jason's party, I**'m not going to go** either.

If I **haven't come back** by 9.00, **start** dinner without me.

I**'ll have finished** in an hour **if** you **don't** disturb me.

- We use first conditionals to talk about something which will probably happen in the future as a result of something else. We use *if* + a present tense, and a future tense in the other clause.
- You can use any present form in the *if*-clause (present simple, continuous, or perfect) and any future form (*will*, *going to*, future perfect, future continuous) or an imperative in the other clause.

future time clauses

I'll be ready **as soon as** I**'ve had** a cup of coffee. 4.11

Send me a message **when** your train**'s coming into** the station.

I'm not going to buy the new model **until** the price **has gone down** a bit.

I'm not going to work overtime this weekend **unless** I **get** paid for it.

Take your umbrella **in case** it**'s raining** when you leave work.

- Future time clauses are similar to the *if*-clause in first conditional sentences, but instead of *if*, we use expressions like: *as soon as*, *when*, *until*, *unless*, *before*, *after*, and *in case* followed by a present (not a future) tense. This can be any present form, e.g. present simple, present continuous, present perfect. We can use any future form or imperative in the other clause.
- We use *in case* when we do something in order to be ready for future situations / problems. Compare the use of *if* and *in case*:
- *I'll take an umbrella if it's raining.* = I'll only take an umbrella if it's raining.
- *I'll take an umbrella in case it rains.* = I'll take an umbrella anyway because it might rain.

a Circle the correct form.

If Rob [✓ *has studied*] / *had studied* enough, he'll pass the exam easily.

1 If you *aren't feeling* / *won't be feeling* better tomorrow, you should go to the doctor's.
2 If we're lucky, we *have sold* / *'ll have sold* our house by Christmas.
3 I'll pay for dinner – if I *have* / *'ll have* enough money!
4 We'll *have scored* / *be scoring* ten goals by half-time if we carry on playing like this.
5 Don't call Sophie now. If it's eight o'clock, she *'ll bath* / *'ll be bathing* the baby.
6 If you don't hurry up, you *don't get* / *won't get* to school on time.
7 You can be fined if you *aren't wearing* / *won't be wearing* a seat belt in your car.
8 If you go out with wet hair, you *'ll catch* / *'ll be catching* a cold.
9 My suitcase *always gets* / *will always get* lost if I have a connecting flight.
10 I *won't go* / *don't go* to work on Monday if my daughter is still ill.

b Complete the sentence with a time expression from the list.

after as soon as (x2) before if in case (x2) unless (x2) until when

I'll call you *as soon as* my plane lands.

1 I'm going to pack my suitcase __________ I go to bed.
2 Take your phone with you __________ you get lost.
3 I'll be leaving work early tomorrow __________ there's a last-minute crisis.
4 Let's meet __________ I'm in London next week.
5 There's a crisis! Please call me __________ you possibly can.
6 __________ I'm late tomorrow, start the meeting without me.
7 Lily will have packed some sandwiches __________ we get hungry.
8 Dan will be playing football in the park __________ it gets dark. Then he'll go home.
9 Lunch is ready now. Then, __________ we've eaten, we could go for a walk.
10 Don't call the emergency number __________ it's a real emergency.

p.41

unreal conditionals

second conditional sentences: *if* + past simple, *would* / *wouldn't* + infinitive

5.14

1 If there **was** a fire in this hotel, it **would be** very difficult to escape.
I **wouldn't have** a car if I **didn't live** in the country.
2 If it **wasn't raining** so hard, we **could get** to the top of the mountain.
3 If I **were** you, I**'d make** Jimmy wear a helmet when he's cycling.

1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.

2 In the *if*-clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*.

3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if*-clause, e.g. *If Dan was / were here, he would know what to do*. However, in conditionals beginning *If I were you…* to give advice, we always use *were*.

third conditional sentences: *if* + past perfect, *would* / *wouldn't have* + past participle

5.15

1 If they **had found** the river sooner, they **would** all **have survived**.
I **wouldn't have got lost** if I **hadn't taken** the wrong path.
2 He **would have died** if he **hadn't been wearing** a helmet.
If the weather **had been** better, I **might have arrived** earlier.

1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.

2 You can also use the past perfect continuous in the *if*-clause. You can also use *could have* or *might have* instead of *would have* in the other clause.

- In the past perfect simple and continuous, *had* can be contracted to *'d*, e.g. *If they'd found the river sooner…*

second or third conditional?

5.16

1 If you **came** to class more often, you **would** probably **pass** the exam.
2 If you **had come** to class more often, you **would** probably **have passed** the exam.

- Compare the two conditionals:
  1 = You don't come to class enough. You need to come more often if you want to pass the exam.
  2 = You didn't come to class enough, so you failed.

Mixed conditionals

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *You wouldn't be so tired if you had gone to bed earlier last night.*

If he really loved you, he would have asked you to marry him.

a Complete the sentence with the correct form of the verb in brackets, using a second or third conditional.

If Tim *hadn't got injured,* he would have played in the final. (not get injured)
1 I _______________ so much food if you'd told me you weren't hungry. (not make)
2 If I were you, I _______________ money to members of your family. (not lend)
3 If Jack were here, I _______________ him to help me. (ask)
4 Joe _______________ an accident if he hadn't been driving so fast. (not have)
5 I'd run a half-marathon if I _______________ a bit fitter. (be)
6 If you _______________ where you were going, you wouldn't have fallen over. (look)
7 I'm sure you _______________ dancing if you came to the classes with me. (enjoy)
8 We'd go to the local restaurant more often if they _______________ the menu from time to time. (change)
9 Nina wouldn't have gone abroad if she _______________ to find a job here. (be able)
10 If you _______________ for a discount in the shop, they might have given you one. (ask)

b Complete the sentence using a second or third conditional.

You didn't wait ten minutes. You didn't see Jim.
If *you'd waited ten minutes, you would have seen Jim*.
1 Luke missed the train. He was late for the interview.
If Luke _______________ the train, he _______________ late for the interview.
2 Millie didn't buy the top. She didn't have enough money.
Millie _______________ the top if she _______________ enough money.
3 It started snowing. We didn't reach the top.
If it _______________ snowing, we _______________ the top.
4 Rebecca drinks too much coffee. She sleeps badly.
If Rebecca _______________ so much coffee, she _______________ badly.
5 I don't drive to work. There's so much traffic.
I _______________ to work if _______________ so much traffic.
6 Matt doesn't work very hard. He won't get promoted.
If Matt _______________ harder, he _______________ promoted.
7 We ran for the bus. We caught it.
If we _______________ for the bus, we _______________ it.

p.49

wish for present / future

wish + past simple

I wish I **was** ten years younger! 5.17
I wish I **could** understand what they're saying.
I wish we **didn't live** so far from my parents.

- We use *wish* + person / thing + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
- After *wish*, you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g. *I wish I was / were taller.*

wish + would / wouldn't

I wish the bus **would come**. I'm freezing. 5.18
I wish you**'d spend** a bit more time with the children.
I wish you **wouldn't leave** your shoes there. I always fall over them.
I wish cyclists **wouldn't cycle** on the pavement!

- We use *wish* + person / thing + *would / wouldn't* to talk about things we want to happen, or stop happening, because they annoy us.
- You can't use *wish* + *would* for a wish about yourself, i.e. **NOT** ~~*I wish I would…*~~, ~~*I wish we would…*~~.

wish for past regrets

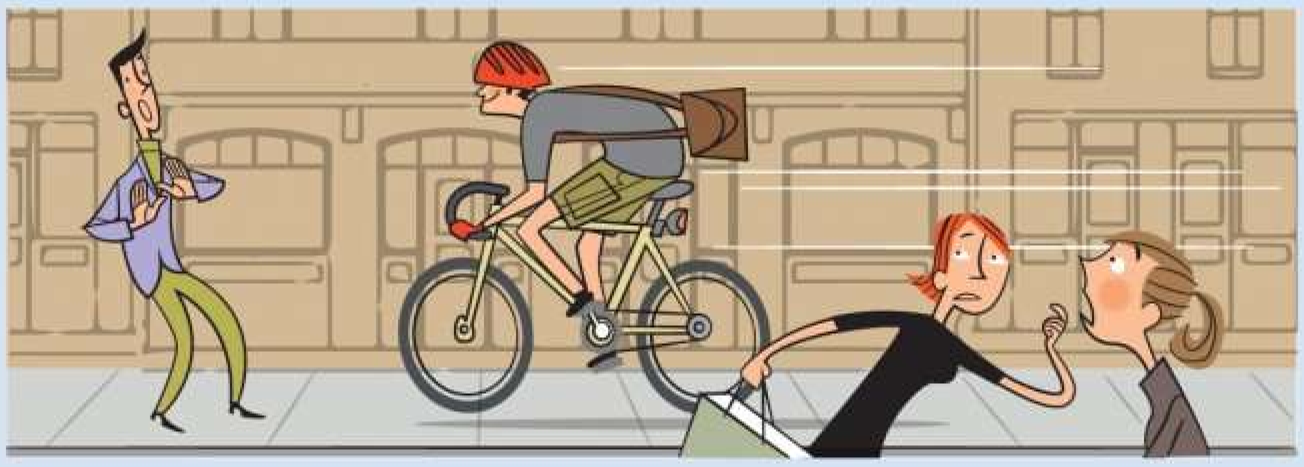
wish + past perfect

I wish I**'d worked** harder at school. 5.21
I wish I **hadn't spoken** to him like that!
I wish she**'d told** me the truth about her feelings.

- We use *wish* + past perfect to talk about things that happened or didn't happen in the past and which we now regret.

if only…

if only is sometimes used instead of *I wish* in certain situations, to express deep regret, e.g. *If only I had worked harder at school* (*I wouldn't have such a boring job now*).



a Write sentences with *I wish* + past simple for 1–5, and *I wish…would / wouldn't* for 6–10.

I'd like to be taller. *I wish I was taller.*
It annoys me that you don't put away your clothes.
I wish you'd put away your clothes!

I'd like these things to be different

1 I'd like to be fitter.

2 I'd like my sister not to share a room with me.

3 I'd like to be able to dance.

4 I'd like my grandmother not to be dead.

5 I'd like to live in a country with a better climate.

It annoys me that…

6 shop assistants aren't more polite.

7 you turn the heating up all the time.

8 my brother doesn't tidy our room.

9 the neighbour's dog barks at night.

10 it doesn't stop raining.

p.51

b Rewrite the sentence beginning with *I wish* + past perfect.

I regret having written that email.
I wish *I hadn't written that email.*

1 I regret not seeing Prince live.
I wish ______.

2 He regrets not learning to cook at school.
He wishes ______.

3 Do you regret buying a second-hand car?
Do you wish ______?

4 Jenny regrets marrying her first husband.
Jenny wishes ______.

5 My parents regret moving to the country.
My parents wish ______.

6 Does Tom regret not studying law?
Does Tom wish ______?

7 I regret having my hair cut so short.
I wish ______.

8 They regret not going to the wedding.
They wish ______.

p.53

6A

used to, be used to, get used to

used to / didn't use to + infinitive

1 I **used to sleep** for eight hours every night, but now I only sleep for six. 6.3

I hardly recognized Alan. He **didn't use to have** a beard.

2 When I lived in France as a child, we **used to have** croissants for breakfast. We **would buy** them every morning from the local baker.

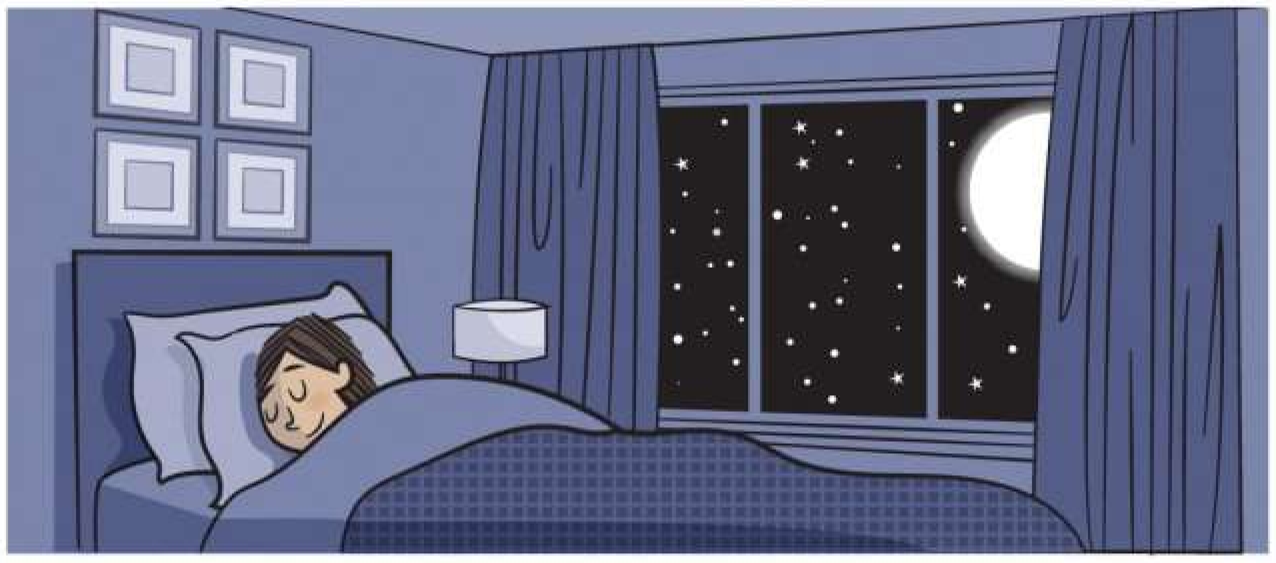
1 We use *used to / didn't use to* + infinitive to talk about past habits or repeated actions or situations / states which have changed.

- *used to* doesn't exist in the present tense. For present habits, use *usually* + the present simple, e.g. *I usually walk to work.* **NOT** ~~*I use to walk to work.*~~

2 We can also use *would* (instead of *used to*) to refer to repeated actions in the past with action verbs (e.g. *run*, *listen*, *study*, *cook*, etc.). However, we can only use *used to*, not *would*, for non-action verbs (e.g. *be*, *need*, *know*, *like*, etc.). *Alan didn't use to be so thin.* **NOT** ~~*Alan wouldn't be so thin.*~~

- With *would*, you must use a past time expression, or it must be already clear that you are talking about the past.
- We can use the past simple, often with an adverb of frequency, in the same way as *used to* and *would* to talk about repeated past actions, e.g. *I **often got up** / **used to get up** / **would get up** early when I lived in Africa, to watch the sun rise.*

be used to / get used to + gerund



1 I'm **used to sleeping** with the curtains open. I've never slept with them closed. 6.4

Carlos has just moved to London. He **isn't used to driving** on the left.

2 **A** I can't **get used to working** at night. I feel tired all the time.

B Don't worry, you'll soon **get used to it**.

1 Use *be used to* + gerund to talk about things you are accustomed to doing, or a new situation which is **now** familiar or less strange.

2 Use *get used to* + gerund to talk about a new situation which is **becoming** familiar or less strange.

The difference between *be used to* and *get used to* is exactly the same as the difference between *be* and *get* + adjective, e.g. *It's dark* and *It's getting dark*.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

I can't get used to getting up so early. ✓

She isn't used to have a big dinner in the evening. ✗ *She isn't used to having*

1 When we were children, we didn't used to like having our hair washed.

2 When we visited our British friends in London, we couldn't get used to have lunch and dinner so early.

3 Have you got used to living in the country, or do you still miss the city?

4 I'm really sleepy this morning. I'm not used to going to bed so late.

5 There used to be a cinema in our village, but it closed down three years ago.

6 Paul would have very long hair when he was younger.

7 I don't start work until 9.30, so I use to get up at about 8.00.

8 Did you use to wear a uniform to school?

9 It's taking me a long time to be used to living on my own.

10 When I had exams at university, I would stay up all night revising.

b Complete the sentence with *used to*, *be used to*, or *get used to* (positive or negative) and the verb in brackets.

My boyfriend is Spanish, so he *isn't used to having* lunch early. (have)

1 When Nathan started his first job, he couldn't ________ at 6.00 a.m. (get up)

2 I didn't recognize you! You ________ blonde hair, didn't you? (have)

3 Isabelle ________ a flat when she was at university, but now she has a house of her own. (rent)

4 When we were children, we ________ all day playing football in the park. (spend)

5 Jasmine has been a nurse all her life, so she ________ nights. (work)

6 I've never worn glasses before, but now I'll have to ________ them. (wear)

7 Amelia is an only child. She ________ her things. (share)

8 Although I've lived in Spain for years, I've never ________ dinner at nine or ten o'clock at night. (have)

9 I ________ spinach, but now I love it. (like)

10 If you want to get fit, then you'll have to ________ more. (exercise)

p.56

6B

gerunds and infinitives

verbs followed by the gerund and verbs followed by the infinitive

6.14

1 I **enjoy listening** to music. We **couldn't help laughing**.
2 I'm really **looking forward to seeing** you.
I think you should **give up drinking** coffee after dinner.
3 I **want to speak** to you. They **can't afford to buy** a new car.
4 **I'd rather eat in** than go out tonight. She **let** him **borrow** her car.
5 It **started to rain**. It **started raining**.

- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + *-ing*) or the infinitive.

1 Use the **gerund** after certain verbs and expressions, e.g. *enjoy*, *can't help*, *feel like*.

2 When a phrasal verb is followed by another verb, the second verb is in the **gerund**.

3 Use the **infinitive** (**with** ***to***) after certain verbs, e.g. *want*, *afford*.

4 Use the **infinitive** (**without** ***to***) after modal verbs and some expressions, e.g. *might*, *would rather*, and after the verbs *make* and *let*.

5 Some verbs, e.g. *start*, *begin* and *continue* can be followed by the gerund or infinitive (with *to*) **with no difference in meaning**.

➔ **p.164 Appendix Verb patterns:** verbs followed by the gerund or the infinitive

like, love, hate, and prefer

like, *love*, *hate*, and *prefer* are usually used with the gerund in British English, but they can also be used with the infinitive.

We tend to use the gerund when we talk generally and the infinitive when we talk specifically, e.g.

I like swimming. (general) *I like to swim first thing in the morning.* (specific)

When *like*, *love*, *hate*, and *prefer* are used with *would*, they are always followed by *to* + infinitive, e.g. *I'd prefer to stay at home tonight.*

verbs that can be followed by the gerund or infinitive with a change in meaning

6.15

1 **Remember to lock** the door.
I **remember going** to Venice as a child.
2 Sorry, I **forgot to do** it.
I'll never **forget seeing** the Taj Mahal.
3 I **tried to open** the window.
Try calling Miriam on her mobile.
4 You **need to clean** the car.
The car **needs cleaning**.

1 ***remember*** **+** ***to*** **infinitive** = not forget to do sth, to do what you have to do

remember **+ gerund** = (remember doing sth) have or keep an image in your memory of sth you did or that happened in the past

2 ***forget*** **+** ***to*** **infinitive** = not remember to do sth that you have to do

forget **+ gerund** = be unable to remember sth that you did or that happened in the past

3 ***try*** **+** ***to*** **infinitive** = make an attempt or effort to do sth difficult

try **+ gerund** = use, do, or test sth in order to see if it is good, suitable, etc.

4 ***need*** **+ gerund** is a passive construction, e.g. *the car needs cleaning* = needs to be cleaned **NOT** ~~*needs to clean*~~

a Complete the sentence with a gerund or infinitive verb (with or without *to*) from the list.

call carry come do drive eat out ~~go out~~
take tidy wait work

I'm exhausted! I don't fancy *going out* tonight.
1 I suggest __________ a taxi to the airport tomorrow.
2 Even though the snow was really deep, we managed __________ to the local shop and back.
3 We'd better __________ some shopping – there isn't much food for the weekend.
4 I'm very impatient. I can't stand __________ in queues.
5 A young man kindly offered __________ my bags.
6 My parents used to make me __________ my room.
7 We threatened __________ the police if the boys didn't stop throwing stones.
8 Do you feel like __________ to the gym with me?
9 I'd prefer __________ instead of getting a takeaway.
10 I don't mind __________ late tonight if you want me to.

b Circle the correct form.

Your hair needs [✓ *cutting*] / *to cut*. It's really long!
1 I'll never forget *to see* / *seeing* the Grand Canyon for the first time.
2 I need *to call* / *calling* the helpline. My computer has crashed.
3 Have you tried *to take* / *taking* a tablet to help you sleep?
4 I must have my keys somewhere. I can remember *to lock* / *locking* the door this morning.
5 I had to run home because I had forgotten *to turn* / *turning* the oven off.
6 Our house needs *to paint* / *painting*. Do you know any good house painters?
7 Did you remember *to send* / *sending* your sister a card? It's her birthday today.
8 We tried *to reach* / *reaching* the top of the mountain, but we had to turn back because of the bad weather.

p.61

7A

past modals

must, may / might / could, can't / couldn't + have + past participle

7.3

1 I **must have left** my phone at Anna's. I definitely remember having it there.
You **must have seen** something. You were there when the accident happened.

2 Somebody **might have stolen** your wallet when you were getting off the train.
I wonder why she's not here. I suppose she **could have forgotten** about the meeting.
He still hasn't arrived. I **may not have given** him the right directions.

3 She **can't have gone** to work. Her car's still there.
You **couldn't have seen** their faces very clearly. It was too dark.

- We use *must*, *may / might / could*, or *can't / couldn't + have* + past participle to make deductions or speculate about past actions.

1 We use *must have* when we are almost sure that something happened or was true.

The opposite of *must have* is *can't have* **NOT** ~~*mustn't have*~~ – see 3.

2 We use *might / may / could + have* when we think it's possible that something happened or was true.

- We can also use *may / might not have* (but **NOT** ~~*couldn't have*~~) to talk about the possibility that something didn't happen. **NOT** ~~*I couldn't have given him the right directions.*~~

3 We use *can't have* and *couldn't have* when we are almost sure something didn't happen or that it is impossible. We only use *couldn't have* when the speculation is about the distant past, e.g. *They couldn't have been married. They both died young.*

should have / ought to have + past participle

We've gone the wrong way. We **should have turned** left at the traffic lights. 7.4
It's my fault. I **ought to have told** you earlier that my party was on Saturday.

- We use *should / shouldn't + have* + past participle to say that somebody didn't do the right thing, or to express regret or criticism.
- We can use *ought / oughtn't to have* as an alternative to *should / shouldn't have*, e.g. *I ought to have told you earlier.*
- *must have* and *should have* have completely different meanings. Compare:
  She should have phoned me. = I told her to phone me but she didn't.
  and
  She must have phoned me. = I'm sure she phoned me. I think that missed call was her number.

a Rewrite the **bold** sentences using *must / might (not) / can't + have* + verb.

I'm certain I left my umbrella at home.
I must have left my umbrella at home.

1 Holly's crying. **Perhaps she's had an argument with her boyfriend.** *She…*
2 **I'm sure Ben has read my email.** I sent it first thing this morning. *Ben…*
3 **I'm sure Sam and Ginny haven't got lost.** They have satnav in their car. *They…*
4 **You saw Ellie yesterday? That's impossible.** She was in bed with flu. *You…*
5 **Perhaps John didn't see you.** That's why he didn't say hello. *John…*
6 **I'm sure Lucy has bought a new car.** I saw her driving a blue VW Golf! *Lucy…*
7 **I'm sure Alex wasn't very ill.** He was only off work for one day. *Alex…*
8 They didn't go to Tom's wedding. **Maybe they weren't invited.** *They…*
9 This tastes very sweet. **I'm sure you used too much sugar.** *You…*
10 **It definitely wasn't my phone** that rang in the cinema. Mine was on silent. *It…*

b Respond to the first sentence using *should / shouldn't have* or *ought / oughtn't to have* + a verb from the list.

buy drive go invite ~~learn~~ sit take write

A We couldn't understand anybody in Paris.
B You *should have learned* some French before going.
1 **A** Tom told me the date of his party, but I've forgotten it.
B You ______________ it down.
2 **A** Sorry I'm late! The traffic was terrible.
B You ______________ here. The metro is faster.
3 **A** Amanda was rude to everyone at my party.
B You ______________ her. You know what she's like.
4 **A** I don't have any money left after going shopping.
B You ______________ so many shoes.
5 **A** You look really tired.
B I know. I ______________ to bed earlier last night.
6 **A** The chicken's still frozen solid.
B I know. You ______________ it out of the freezer earlier.
7 **A** I think I've burned my face.
B I'm not surprised. You ______________ in the sun all afternoon without any sunscreen.

p.66

7B

verbs of the senses

look / feel / smell / sound / taste

7.11

1 You **look tired**.
That cake **smells good**!
These jeans don't **feel comfortable**.

2 Tim **looks like his father**.
Are you sure this is coffee? It **tastes like tea**.
This material **feels like silk** – is it?

3 She **looks as if she's been crying**.
It **smells as if something's burning**.
It **sounds as if it's raining**.

4 I saw Jane this morning. She **looked** sad.
I spoke to Jane this morning. She **seemed** sad.

1 We use *look*, *feel*, etc. + adjective.

2 We use *look*, *feel*, etc. + *like* + noun (phrase).

3 We use *look*, *feel*, etc. + *as if* + clause.

- You can use *…like* or *…as though* instead of *…as if*, e.g. *It sounds like / as though it's raining.*

4 We use *look* to describe the specific impression we get from someone's appearance. We use *seem* to describe a general impression we get (not necessarily appearance).

- *seem* can be followed by the same structures as *look*, e.g. *Mark seems like a nice man.*

feel like

feel like can also be used as a verb meaning *want / would like*. It is followed by a noun or a verb in the gerund, e.g. *I* ***feel like pasta*** *for lunch today.* (= I'd like pasta for lunch today). *I* ***don't feel like going*** *to bed.* (= I don't want to go to bed).

as

as is often used before *if* to talk about how something appears, sounds, feels, etc.: *It looks as if it's going to snow.* However, it is also used:

- to describe somebody or something's job or function: *She works as a nurse. You can use that box as a chair.*
- to compare people or things: *She's as tall as me now.*
- to give a reason: *As it was raining, we didn't go out.* (*as* = *because*)
- to say that something happened while something was happening: *As they were leaving, the postman arrived.* (*as* = *when / at the same time*)
- after *such* to give an example, e.g. *I like soft fruits, such as strawberries and raspberries.*

a Match the sentence halves.

1 That group sounds like *F*
2 That boy looks ☐
3 Nora looks like ☐
4 That guitar sounds ☐
5 Tom looks as if ☐
6 Our car sounds as if ☐
7 Your new cashmere sweater feels ☐
8 This apple tastes ☐
9 It smells as if ☐
10 Your perfume smells like ☐
11 This cake tastes as if ☐
12 The restaurant seems like ☐

A her mother.
B a really nice place.
C very soft.
D someone has been smoking in here.
E really sweet.
F ~~Coldplay.~~
G too young to be drinking beer.
H it's got coffee in it.
I roses.
J it's going to break down any moment.
K he's just run a marathon.
L awful! You need to tune it.

b Circle the correct form.

Your boyfriend *looks* / [✓ *looks like*] a rugby player. He's huge!
1 You've gone completely white. You *look / look as if* you've seen a ghost!
2 What's for dinner? It *smells / smells like* delicious!
3 I think John and Megan have arrived. That *sounds / sounds like* their car.
4 Have you ever tried frogs' legs? Apparently, they *taste like / taste as if* chicken.
5 Are you OK? You *sound / sound as if* you've got a cold.
6 Can you put the heating on? It *feels / feels like* really cold in here.
7 You *seem / seem like* really happy. Does that mean you got the job?
8 Your new bag *feels / feels like* real leather. Is it?
9 Let's throw this milk away. It *tastes / tastes like* a bit off.
10 Can you close the window? It *smells / smells as if* someone is having a barbecue.

p.70

8A

the passive (all forms); *have something done*; *it is said that…*, *he is thought to…*, etc.

the passive (all forms)

1 The trial **is being held** at the moment. 8.8
Jim **was arrested** last month.
We saw that one of the windows **had been broken**.
People used **to be imprisoned** for stealing bread.
He paid a fine to avoid **being sent** to jail.
2 People think he **was murdered by** his wife.
The body **was discovered by** a dog-walker.

1 We use the passive when we talk about an action but are not so interested in who or what does / did the action.

- To make the tense or form, we use the verb *be* + past participle, e.g. *Murderers are usually sentenced to life in prison. The prisoner will be released next month.* The tense changes are shown by the verb *be*, e.g. *are*, *will be*, etc.

2 To mention the person or thing that did the action (the agent), we use *by*. However, in the majority of passive sentences, the agent is not mentioned.

have something done (causative *have*)

1 I**'ve** just **had** my bank account **hacked**. 8.9
We **had** our passports **stolen** from our hotel room.
Have you ever **had** your car **vandalized**?
2 We**'ve** just **had** a burglar alarm **installed**.
You ought to **have** your locks **changed**.
We need to **have** the broken window **repaired**.

1 We can use *have something done* to refer to something (usually bad) that is done to us.

- Remember, *have* is the main verb, so it changes according to the tense. We use auxiliary verbs (*do*, *did*, etc.) to make questions and negatives.

2 This structure is also used to talk about something that we arrange (and usually pay) for someone to do for us, because we can't or don't want to do it ourselves.

is said that…, *he is thought to…*, etc.

	active	passive 8.10
1	They say that the fire was started deliberately.	**It is said that** the fire was started deliberately.
	People think that the mayor will resign.	**It is thought that** the mayor will resign.
2	People say the man is in his 40s.	**The man is said to be** in his 40s.
	The police believe he has left the country.	**He is believed to have left** the country.

- This formal structure is used especially in news reports with the verbs *know*, *tell*, *understand*, *report*, *expect*, *say*, *believe*, and *think*. It makes the information sound more impersonal.

1 We use *It is said*, *believed*, etc. + *that* + clause.

2 We use *He*, *The man*, etc. (i.e. the subject of the clause) + *is said*, *believed*, etc. + *to* + infinitive (e.g. *to be*) or perfect infinitive (e.g. *to have been*) when talking about the past.

a Rewrite the sentence in the passive.

The police caught the burglar immediately.
The burglar was caught immediately.
1 Somebody has stolen my phone.
My phone…
2 They are painting my house.
My house…
3 They'll hold a meeting to discuss the problem.
A meeting…
4 If they hadn't found the bomb, it would have exploded.
If the bomb…
5 Miranda thinks someone was following her last night.
Miranda thinks she…
6 I hate somebody waking me up when I'm fast asleep.
I hate…
7 They're going to close the local police station.
The local police station…

b Complete the second sentence using *have something done*.

I was mugged and my iPhone was stolen.
I was mugged and I had my iPhone stolen.
1 Tim's social media account was hacked.
Tim…
2 Has someone ever snatched your bag?
Have you ever…
3 They need to get someone to check the CCTV to make sure that it's working.
They…
4 Someone took our photo in front of the Colosseum.
We…
5 As a result of the burglary, they're going to pay someone to put in a safe.
As a result of the burglary, they…

c Rephrase the sentence to make it more formal.

People think the murderer is a woman.
It *is thought that the murderer is a woman.*
The murderer *is thought to be a woman.*
1 Police believe the burglar is a local man.
The burglar…
2 People say the muggers are very dangerous.
It…
3 Police think the robbers entered through an open window.
The robbers…
4 Police say the murderer has disappeared.
It…
5 Lawyers expect that the trial will last three weeks.
The trial…

← p.78

8B

reporting verbs

structures after reporting verbs

8.12

1 Jack **offered to drive** me to the airport.
I **promise not to tell** anybody.
2 Doctors **advise us to do** more exercise.
I **persuaded my sister not to go out** with George.
3 I **apologized for being** so late.
The police **accused Karl of stealing** the car.

- To report what other people have said, we can use *say* or a specific verb, e.g.
  'I'll drive you to the airport.'
  *Jack **said** he would drive me to the airport.* **OR**
  *Jack **offered** to drive me to the airport.*
- After specific reporting verbs, there are three different grammatical patterns (1–3 in the chart).
- In negative sentences, we use the negative infinitive (*not to do*) or the negative gerund (*not doing*), e.g. *He reminded me not to be late. She regretted not going to the party.*
- In group 3, we can use a perfect gerund with very little difference in meaning, e.g. *He admitted stealing the money. He admitted having stolen the money.*

Grammatical patterns after reporting verbs

1	+ *to* + infinitive	agree offer refuse promise threaten	(not) to do sth
2	+ person + *to* + infinitive	advise persuade ask remind convince tell encourage warn invite	sb (not) to do sth
3	+ *-ing* form	apologize (to sb) for insist on accuse sb of recommend admit regret blame sb for suggest deny	(not) doing sth

Verbs that use a *that* clause

With *agree*, *admit*, *deny*, *promise*, and *regret*, you can also use *that* + clause.

Leo admitted stealing the watch.

Leo admitted that he had stolen the watch.

a **Complete the sentence with the gerund or infinitive (with *to*) of the verb in brackets.**

The garage advised me *to buy* a new car. (buy)
1 Jamie insisted on ______________ for the meal. (pay)
2 Lauren has agreed ______________ late next week. (work)
3 I warned Jane ______________ those shoes to the park. (not wear)
4 The man admitted ______________ the woman's handbag. (steal)
5 The doctor advised Lily ______________ drinking coffee. (give up)
6 The boss persuaded Megan ______________ the company. (not leave)
7 Freya accused me of ______________ to steal her phone. (try)
8 I apologized to Evie for ______________ her birthday. (not remember)
9 Did you manage to convince your parents ______________ tonight instead of tomorrow? (come)
10 My neighbour denies ______________ my car, but I'm sure it was him. (damage)

b **Complete the sentence using a reporting verb from the list and the correct form of the verb in brackets. Use an object where necessary.**

accuse invite ~~offer~~ promise recommend
refuse remind suggest threaten

Diana said to me, 'I'll take you to the station.'
Diana *offered to take* me to the station. (take)
1 Ryan said, 'Let's go for a walk. It's a beautiful day.'
Ryan ______________ for a walk. (go)
2 'You copied Anna's exam!' the teacher said to Simon.
The teacher ______________ Anna's exam. (copy)
3 Sam's neighbour told him, 'I'll call the police if you have any more parties.'
Sam's neighbour ______________ the police if he had any more parties. (call)
4 The children said, 'We aren't going to bed. It's much too early.'
The children ______________ to bed. (go)
5 Peter said to me, 'Would you like to have dinner with me?'
Peter ______________ dinner with him. (have)
6 Molly said to Jack, 'Don't forget to phone the electrician.'
Molly ______________ the electrician. (phone)
7 Ricky said, 'I'll never do it again.'
Ricky ______________ it again. (do)
8 Sarah said, 'You really must try Giacobazzi's. It's a fantastic restaurant.'
Sarah ______________ Giacobazzi's. She said it was fantastic. (try)

← p.81

9A

clauses of contrast and purpose

clauses of contrast

1 **Although / Though** the advert said it would last for years, my dishwasher broke down after two months. 9.3

My dishwasher broke down after two months, **although** / **though** the advert said it would last for years.

My dishwasher broke down again, **even though** I'd had it repaired the week before.

My dishwasher has never broken down. I hardly ever use it, **though**.

2 **In spite of / Despite**…

her age, my mother is still very active.

being 85, my mother is still very active.

the fact that she's 85, my mother is still very active.

- We use *although*, *though*, *even though*, and *in spite of* or *despite* to express a contrast.

1 *although*, *though* and *even though* are usually used at the beginning or in the middle of a sentence.

- *though* is more informal than *although*.
- *even though* is stronger than *although* / *though* and is used to express a big or surprising contrast.
- *though* can also be used as an adverb, usually at the end of a sentence, after a comma. In this case, it means *however*.

2 After *in spite of* or *despite*, we can use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.

- Remember not to use *of* after *despite*. **NOT** ~~*Despite of the rain,…*~~

clauses of purpose

1 I went to the bank **to** ask for a loan. 9.4
in order to
so as to

2 I went to the bank **for** a meeting with my bank manager.

3 I went to the bank **so that** I could talk to the manager in person.

4 I wrote down what he said **so as not to** forget it.
in order not to

- Use *to*, *in order to*, *so as to*, *for*, and *so that* to express purpose.

1 After *to*, *in order to*, and *so as to*, use an infinitive.

- *in order to* and *so as to* are more formal than *to*.

2 Use *for* + a noun, e.g. *for a meeting*.

- You can also use *for* + gerund to describe the exact purpose of a thing, e.g. *This liquid is for cleaning metal.*

3 After *so that*, use a subject + modal verb (*can*, *could*, *would*, etc.).

- When there is a change of subject in a clause of purpose, we use *so that*, e.g. *We bought a new car so that the children would have more space.* **NOT** ~~*to / in order to / so as to the children…*~~ This is the only way of expressing purpose when there is a change of subject.

4 To express a negative purpose, use *so as not to* or *in order not to*, e.g. *I wrote down what he said in order not to forget it.* **NOT** ~~*…to not forget it.*~~

a Complete the sentences with **one** word.

We're very happy in our new house, *though* there's a lot to do.

1 We loved the film, __________ the fact that it was nearly three hours long!

2 Carl doesn't like spending money, __________ though he's very well off.

3 They went down to the harbour __________ see if they had fresh fish.

4 I'll make a list, so __________ not to forget anything.

5 My mother called the doctor's in __________ to make an appointment.

6 The cake tasted good, in __________ of not looking like the photo in the recipe book.

7 I've put the heating on quite high, so __________ the house will warm up quickly.

8 I must say that, __________ the service was poor, the meal was delicious.

9 I stopped at a motorway café __________ a quick meal before continuing on my journey.

10 He really isn't very fit. He sometimes manages to cycle to work, __________.

b Rewrite the sentences.

Despite not getting very good reviews, the book sold really well.
Even though *the book didn't get very good reviews, it sold really well.*

1 We stayed at a bed and breakfast so as not to spend too much money on accommodation.
We stayed at a bed and breakfast so that…

2 Despite earning a fortune, she drives a very old car.
Although…

3 Everyone enjoyed the film, even though the ending was sad.
Everyone enjoyed the film, in spite of…

4 The plane managed to land despite the terrible weather conditions.
The plane managed to land, even though…

5 I told her I enjoyed the meal she had cooked me, so that I wouldn't offend her.
I told her I enjoyed the meal she had cooked me, so as…

6 The police closed the roads so as to allow the president's car through safely.
The police closed the roads in order…

p.87

9B

uncountable and plural nouns

uncountable nouns

9.12

1 The **weather** is fantastic there and there's very little **traffic**, so you can walk everywhere.
The **scenery** is beautiful here, but it's spoiled by all the **rubbish** people leave.
2 Could you give me **some advice** about where to stay?
One useful **piece of advice** is to get a travel card.
3 The new opera house is made mainly of **glass**.
Can I have **a glass** of tap water, please?

1 The following nouns are always uncountable: *accommodation*, *behaviour*, *health*, *politics* (and other words ending in *-ics*, e.g. *athletics*, *economics*), *progress*, *rubbish*, *scenery*, *traffic*, *weather*, *work*.

- Uncountable nouns don't have a plural form, and they use a singular verb. **NOT** ~~*The sceneries are beautiful here.*~~
- Don't use *a* / *an* with uncountable nouns. **NOT** ~~*There's a terrible traffic this evening.*~~

2 These nouns are also uncountable: *advice*, *bread*, *equipment*, *furniture*, *homework*, *information*, *luck*, *luggage*, *news*, *research*, *toast*. With these, you can use *a piece of* to talk about an individual item.

3 Some nouns can be either countable (C) or uncountable (U), but the meaning changes, e.g. *a glass* (C) = the thing you drink out of; *glass* (U) = the material used to make windows. Other examples: *business*, *iron*, *light*, *paper*, *space*, *time*.

plural and collective nouns

9.13

1 One of the best museums is on **the outskirts** of the city.
My **clothes are** filthy. I'll put on **some clean trousers** / I'll put on **a pair of clean trousers**.
2 The hotel **staff are** very efficient.
The **cabin crew are coming round** with the drinks trolley in just a few minutes.

1 *arms* (= guns, etc.), *belongings*, *clothes*, *manners*, *outskirts*, *scissors*, and *trousers* / *shorts* are plural nouns with no singular. They need a plural verb, and they can't be used with *a* / *an*.

- If the word refers to something with two parts, e.g. *scissors*, *shorts*, *trousers*, etc., it can be used with *a pair of* or *some*.

2 *crew*, *family*, *government*, *police*, *staff*, *team*, etc. are collective nouns and refer to a group of people. We use them with a singular verb when we are referring to the group, e.g. *My family is very big*, but they can also be used with a plural verb when we are thinking of the people as individuals, e.g. *My family are all very talkative*.

- *police* is always used with a plural verb.

a Circle the correct form. Tick (✓) if both are correct.

The traffic [✓ *is*] / *are* awful during the rush hour.
1 Athletics *is* / *are* my favourite sport.
2 I bought a *pair of* / *some* new jeans.
3 Harvey's clothes *look* / *looks* really expensive.
4 The flight crew *work* / *works* hard to make passengers comfortable.
5 I found out *some* / *a piece of* interesting information at the meeting.
6 Could I have *a paper* / *a piece of paper* to write down the new words?
7 I think I'll have *a* / *some* time after lunch to help you with that report.
8 I've got *a* / *some* good news for you about your job application.
9 We've made a lot of *progress* / *progresses* this term.
10 Hello, Reception? Do you have *an* / *some* iron I could use?

b Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

Our accommodation isn't satisfactory. ✓
The news are good. ✗ *The news is*
1 We had a beautiful weather when we were on holiday.
2 They have some lovely furnitures in their house.
3 My brother gave me a useful piece of advice.
4 Do you have a scissors? I need to wrap this present.
5 The hotel staff are real professionals.
6 I need to buy a new trousers for my interview tomorrow.
7 Your glasses are really dirty. Can you see anything?
8 The homeworks were very difficult last night.
9 There isn't any more space in my suitcase. Can I put this jacket in yours?
10 The police is sure that they know who was responsible for the vandalism.

p.91

10A

quantifiers: *all*, *every*, *both*, etc.

all, *every*, *most*

10.6

1 **All** animals need food.
All fruit contains sugar.
All (**of**) **the** scientists at the conference agree with the theory.
The animals **all** look sad. The animals are **all** healthy.
2 **Everybody** is here. **Everything** is very expensive.
3 **Most people** live in cities.
Most of the people in this class are women.
4 **All of us** work hard and **most of us** come to class every week.
5 **Every** room has a bathroom.
I work **every** Saturday.

1 We use *all* or *all* (*of*) *the* + a plural or uncountable noun.
- *all* = in general, *all* (*of*) *the* = specific
- *all* can be used before a main verb (and after *be*).

2 We use *everybody* / *everything* (= all people, all things) + singular verb, e.g. *Everything is very expensive.* **NOT** ~~*All is very expensive.*~~
- We sometimes use *not* before *everybody* / *everything*, etc., e.g. *Not everybody likes sunbathing.*

3 We use *most* to say *the majority*; *most* = general, *most of* = more specific.

4 We often use *all* / *most of* + an object pronoun, e.g. *all of us*, *most of them*, *all of you*, *most of it*.

5 Use *every* + singular countable noun to mean 'all of a group'.

every and *all* + time expressions

Note the difference between *every* and *all* + time expressions.

every day = Monday to Sunday

all day = from morning to night

no, *none*, *any*

10.7

1 Is there **any** milk? Sorry, there's **no** milk. There **isn't any** (milk).
2 **A** Is there **any** food?
B No, **none**. / There's **none**. But **none of us** are hungry.
3 Come **any** weekend! **Anyone** can come.

1 We use *no* + a noun after a ⊞ verb, or *any* + noun after a ⊟ verb, to refer to zero quantity.

2 We use *none* in short answers, or with a ⊞ verb to refer to zero quantity. We can also use *none* + *of* + pronoun / noun.

3 We use *any* (and *anything*, *anyone*, etc.) and a ⊞ verb to mean it doesn't matter what, who, etc.

both, *neither*, *either*

10.8

1 **Both** Pierre **and** Marie Curie were scientists. **Neither** Pierre **nor** Marie Curie was (were) aware of the dangers of radiation.
Marie Curie wanted to **either** study physics **or** mathematics.
In the end, she studied the two subjects.
2 She and her husband **both** won Nobel Prizes.
Pierre and Marie were **both** interested in radium.
3 **Both of them** won the Nobel Prize.
Neither of them realized how dangerous radium was.

1 We can use *both…and…*, *neither…nor…*, and *either…or…* to join two nouns, verbs, or other kinds of expressions.
- Use *both…and…* + nouns to talk about two people / things, etc., when they are the same. The verb is always plural.
- Use *neither…nor* + nouns to refer to two people / things, etc., when you mean not the one and not the other. You can use either a singular or plural verb. *Neither John nor his brother live / lives at home.*
- Use *either…or…* to talk about a choice between two alternatives.

2 When *both* refers to the subject of a clause, it can also be used before a main verb but after *be*.

3 We often use *both* / *either* / *neither* + *of* + object pronoun, e.g. *us*, *them*, etc., or + *of the* + noun.

a Circle the correct word or phrase.

We've eaten [✓ *all the*] / *all* cake.
1 *Most of* / *Most* my family live near me.
2 *All* / *Everything* is ready for the party. We're just waiting for the guests to arrive.
3 *Most* / *Most of* people enjoy the summer here, but for some it's too hot.
4 Gina goes dancing *all* / *every* Friday night.
5 We haven't got *any* / *no* onions for the soup.
6 *Any* / *None* of us want to go out tonight. We're all exhausted.
7 *Nobody* / *Anybody* can go to the festival. It's free.
8 I've got two very close friends, but unfortunately *either* / *neither* of them lives near me.
9 I'd like to have a bigger table, but there's *no* / *none* room in my kitchen.

b Right (✓) or wrong (✗)? Correct the wrong sentences.

Both Mike and Alan passed the exam. ✓
He neither watches the news or reads a newspaper. ✗
He neither watches the news nor reads a newspaper.
1 Both the kitchen and the bathroom needs cleaning.
2 The food wasn't cheap nor tasty.
3 I have two children, but neither of them look like me.
4 My sister and I both were late for school.
5 It's or Jane's or Karen's birthday today.
6 Neither the food nor the service in this restaurant is good enough for what they charge.
7 Neither my best friends called to see how I was.
8 We can walk either or take the bus.
9 My parents love horses, and both of them ride every day.
10 We can go on holiday either in July or in August.

p.99

10B

articles

basic rules: *a* / *an* / *the*, no article

🔊 10.12

1 My neighbour has just got **a** dog and **a** cat.
The dog is **an** Alsatian and **the** cat is **a** Siamese.
Jack got into **the** car and drove to **the** town hall.
2 **Children** are often better than **adults** at new technology.
I don't like **sport** or **classical music**.
3 **Last night** I **came home** late and went straight **to bed.**

1 Use *a* or *an* when you mention somebody or something for the first time or say who or what somebody or something is. Use *the* when it's clear who or what somebody or something is (e.g. it has been mentioned before, or it's unique, i.e. the only one that exists or that you own).

2 Don't use an article to speak in general with plural and uncountable nouns.

3 Don't use an article in phrases like *at home* / *work*, *go* / *come home* / *to bed*, *next* / *last* (*week*), etc.

institutions

🔊 10.13

My father's **in hospital**.
They're building **a new hospital** in my town.
He was sent **to prison** for two years.
My grandmother used to work in **the prison** as a cleaner.

- With words like *prison*, *church*, *school*, *hospital*, and *university*, don't use an article when you are thinking about the institution and the normal purpose it is used for. If you are just thinking about the building, use *a* or *the*.

more rules: geographical names

🔊 10.14

1 **Tunisia** is in **North Africa**.
2 **Selfridges**, one of London's biggest department stores, is in **Oxford Street**.
3 **Lake Victoria** and **Mount Kilimanjaro** are both in Africa.
4 **The River Danube** flows into **the Black Sea**.
5 **The National Gallery** and **the British Museum** are London tourist attractions.

- We **don't normally use** *the* with the names of:

1 most countries, continents, and regions ending with the name of a country / continent (e.g. *North America*, *South East Asia*), islands, states, provinces, towns, and cities (exceptions: *the USA*, *the UK* / *United Kingdom*, *the Netherlands*, *the Czech Republic*).

2 roads, streets, parks, bridges, shops, and restaurants (exceptions: motorways and numbered roads: *the M6*, *the A25*).

3 individual mountains and lakes.

- We **normally use** *the* with the names of:

4 mountain ranges, rivers, seas, canals, deserts, and island groups.

5 the names of theatres, cinemas, hotels, galleries, and museums.

a Circle the correct article.

James bought [✓ a] / *the* / *(–)* new suit at the weekend.
1 The weather was awful, so we stayed at *a* / *the* / *(–)* home.
2 *A* / *The* / *(–)* washing machine we bought last week has stopped working already.
3 I love reading *a* / *the* / *(–)* historical novels.
4 Sarah had had an exhausting day, so she went to *a* / *the* / *(–)* bed early.
5 I saw a man walking with a woman in the park. *A* / *The* / *(–)* woman was crying.
6 The teachers are on strike, so the children aren't going to *a* / *the* / *(–)* school.
7 Turn left immediately after *a* / *the* / *(–)* church and go up the hill.
8 My neighbour's in *a* / *the* / *(–)* prison because he didn't pay his taxes.
9 People are complaining because the council have refused to build *a* / *the* / *(–)* new school.
10 Visitors are not allowed to enter *a* / *the* / *(–)* hospital after 7 p.m.

b Complete the sentence with *the* or (–).

They're going to *the* USA to visit family.
1 __________ Sicily is the largest island in __________ Mediterranean.
2 Cairo is on __________ River Nile.
3 We didn't have time to visit __________ Louvre when we were in Paris.
4 __________ south-west England is famous for its beautiful countryside and beaches.
5 __________ Mount Everest is in __________ Himalayas.
6 The largest inland lake is __________ Caspian Sea.
7 We stayed at __________ Palace Hotel while we were in Madrid.
8 *Romeo and Juliet* is on at __________ Globe Theatre.
9 Pico d'Aneto is the highest mountain in __________ Pyrenees.
10 I've always wanted to visit __________ India.

← p.100

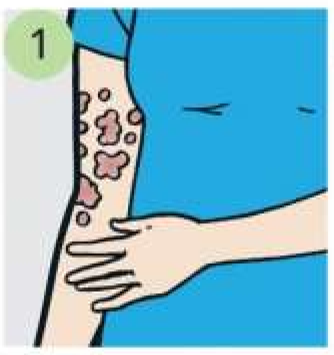
Illnesses and injuries

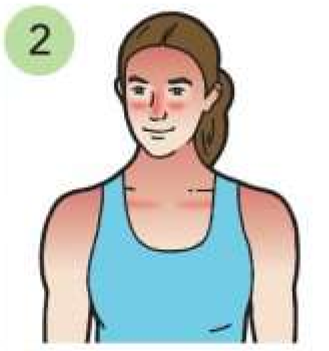
1 MINOR ILLNESSES AND CONDITIONS

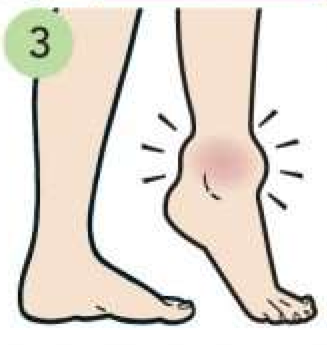
a Match the sentences with the pictures.

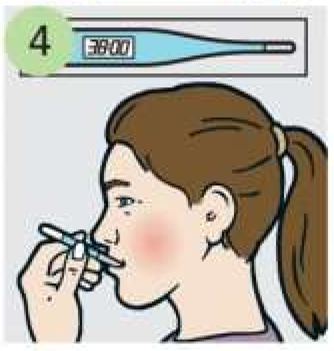
She has / She's got…

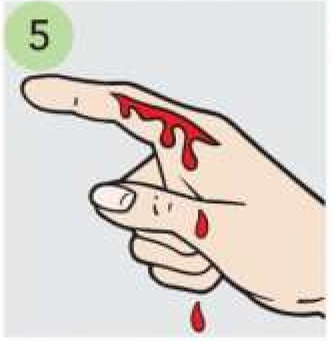
- ☐ a **cough** /kɒf/
- ☐ a **headache** /'hedeɪk/ (backache, earache, stomach ache, toothache)
- 1 a **rash** /ræʃ/
- ☐ a **temperature** /'temprətʃə/
- ☐ **sunburn** /'sʌnbɜːn/
- ☐ She's **being sick**. / She's **vomiting**. /'vɒmɪtɪŋ/.
- ☐ She's **sneezing**. /'sniːzɪŋ/
- ☐ Her ankle's **swollen**. /'swəʊlən/
- ☐ Her back **hurts**. /hɜːts/ / Her back **aches**. /eɪks/
- ☐ Her finger's **bleeding**. /'bliːdɪŋ/

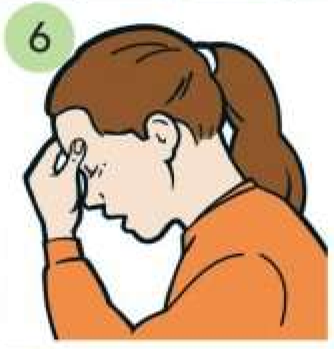


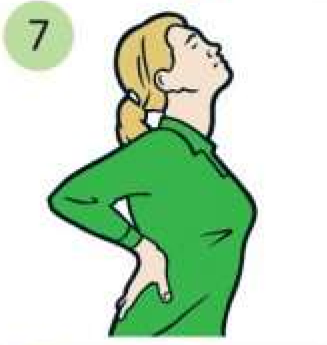


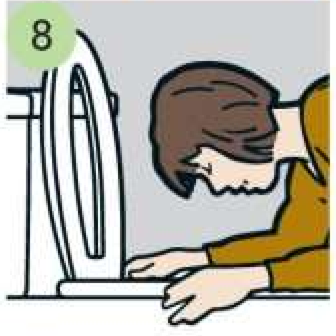


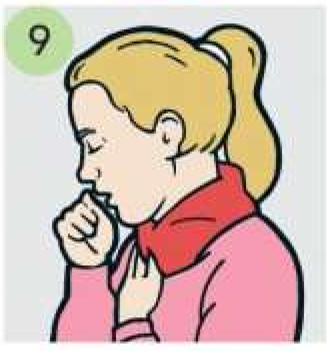


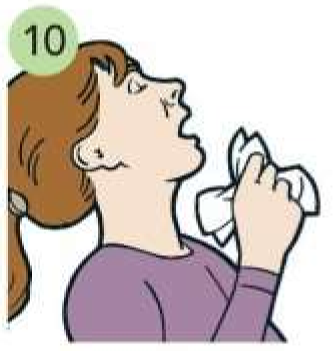












b 🔊**2.1** Listen and check.

c Match the illnesses and conditions with their cause or symptoms.

1 B He has **a sore throat**. /ˌsɔː 'θrəʊt/
2 ☐ He has **diarrhoea**. /daɪə'rɪə/
3 ☐ He **feels sick**. /ˌfɪlz 'sik/
4 ☐ He's **fainted**. /'feɪntɪd/
5 ☐ He has a **blister** on his foot. /'blɪstə/
6 ☐ He has **a cold**. /ə 'kəʊld/
7 ☐ He has **flu**. /fluː/
8 ☐ He feels **dizzy**. /'dɪzi/
9 ☐ He's **cut himself**. /'kʌt hɪmself/

A He has a temperature and he aches all over.
B ~~It hurts when he talks or swallows food.~~
C It's so hot in the room that he's lost consciousness.
D He's been to the toilet five times this morning.
E He feels that he's going to vomit.
F He's sneezing a lot and he has a cough.
G He feels that everything is spinning round.
H He's been walking in uncomfortable shoes.
I He's bleeding.

d 🔊**2.2** Listen and check.

2 INJURIES AND MORE SERIOUS CONDITIONS

a Match the injuries with their causes or symptoms.

1 C He's **unconscious**. /ʌn'kɒnʃəs/
2 ☐ He's had an **allergic reaction**. /əˌlɜːdʒɪk ri'ækʃn/
3 ☐ He's **sprained** his ankle. /spreɪnd/
4 ☐ He has **high** (low) **blood pressure**. /'blʌd preʃə/
5 ☐ He has **food poisoning**. /'fuːd pɔɪzənɪŋ/
6 ☐ He's **choking**. /'tʃəʊkɪŋ/
7 ☐ He's **burnt** his hand. /bɜːnt/

A He spilt some boiling water on himself.
B He fell badly and now it's swollen.
C ~~He's breathing, but his eyes are closed and he can't hear or feel anything.~~
D It's 180 over 140 (or 18 over 14).
E He ate some prawns that were off.
F He was eating a steak and a piece got stuck in his throat.
G He was stung by a wasp and now he has a rash and has difficulty breathing.

Common treatments for…

a cut minor: put a plaster on it (*AmE* band aid) and antiseptic cream, major: have stitches
headaches take painkillers
an infection take antibiotics
a sprained ankle put ice on it and bandage it
an allergic reaction take antihistamine tablets / pills or use cream

b 🔊**2.3** Listen and check.

ACTIVATION Cover the illnesses, injuries, and conditions in **1a**/**c** (1–9) and **2a** (1–7). Look at the pictures, or causes and symptoms, and say the sentences.

3 PHRASAL VERBS CONNECTED WITH ILLNESS

a Match the **bold** phrasal verbs to their meanings.

Please **lie down** on the couch. I'm going to examine you.
After two hours queuing in the sun, I **passed out**, and when I **came round** I was lying on the floor.
It often takes a long time to **get over** flu.
A few minutes after drinking the liquid I had to run to the bathroom to **throw up**.

1 ________________ faint
2 ________________ put your body in a horizontal position
3 ________________ vomit, be sick
4 ________________ get better / recover from sth
5 ________________ become conscious again

b 🔊**2.4** Listen and check.

p.16

Clothes and fashion

1 DESCRIBING CLOTHES

a Match the adjectives and pictures.

Fit

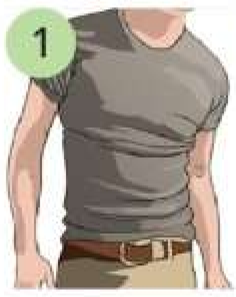
☐ loose /luːs/
1 tight /taɪt/

Style

☐ hooded /ˈhʊdɪd/
☐ long-sleeved /ˌlɒŋ ˈsliːvd/ (*also* short-sleeved)
☐ polo neck /ˈpəʊləʊ nek/
☐ sleeveless /ˈsliːvləs/
☐ V-neck /ˈviː nek/

Pattern

☐ checked /tʃekt/
☐ patterned /ˈpætənd/
☐ plain /pleɪn/
☐ spotted /ˈspɒtɪd/
☐ striped /straɪpt/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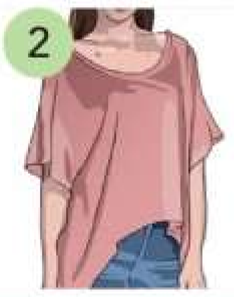
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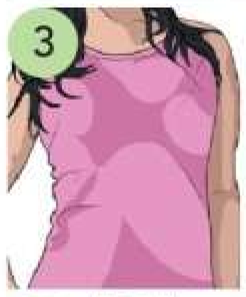
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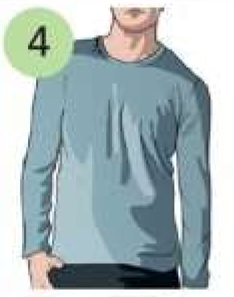
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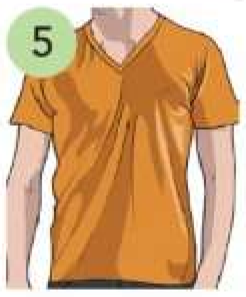
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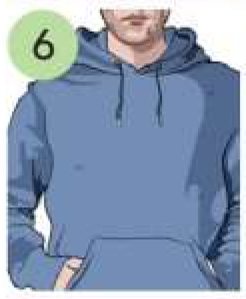
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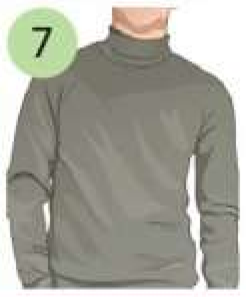
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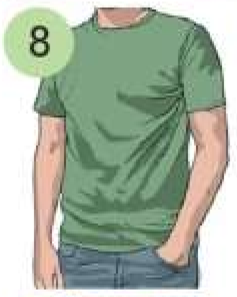
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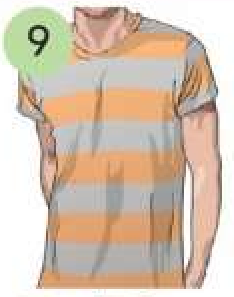
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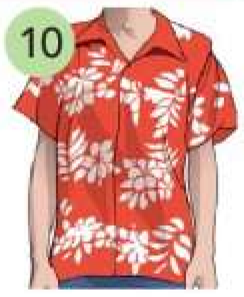
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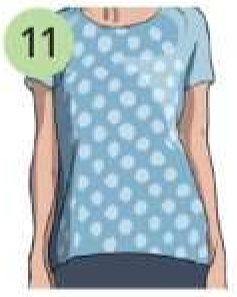
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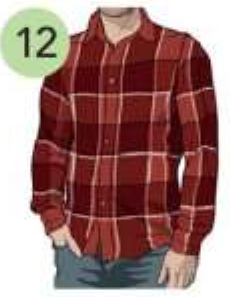
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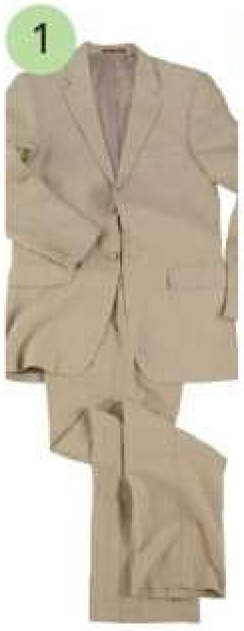
b 2.17 Listen and check.

c Match the phrases and pictures.

Materials

☐ a cotton vest /ˌkɒtn ˈvest/
☐ a denim waistcoat /ˌdenɪm ˈweɪskəʊt/
☐ a fur collar /fɜː ˈkɒlə/
☐ a lace top /ˌleɪs ˈtɒp/
1 a linen suit /ˌlɪnɪn ˈsuːt/
☐ a lycra swimsuit /ˌlaɪkrə ˈswɪmsuːt/
☐ a silk scarf /ˌsɪlk ˈskɑːf/
☐ a velvet bow tie /ˌvelvɪt bəʊ ˈtaɪ/
☐ a wool(len) cardigan /ˌwʊl(ən) ˈkɑːdɪgən/
☐ leather sandals /ˌleðə ˈsændlz/
☐ suede boots /ˌsweɪd ˈbuːts/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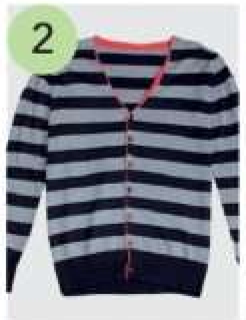
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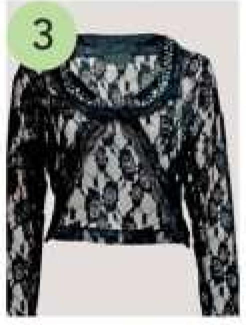
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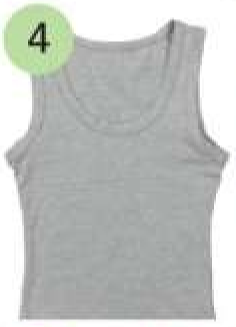
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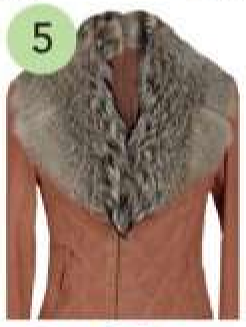
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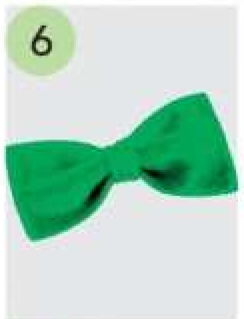
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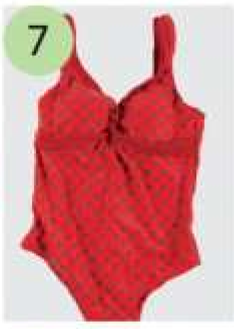
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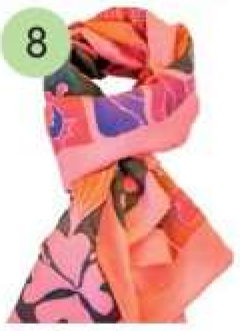
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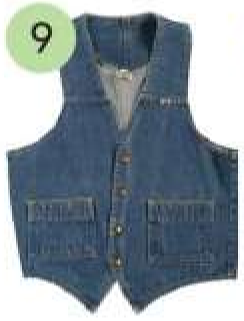
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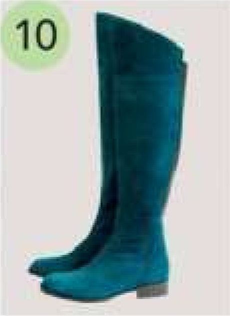
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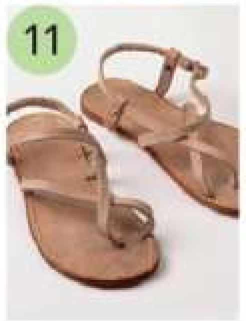
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d 2.18 Listen and check.

ACTIVATION Cover the words and phrases. Look at the photos and describe the items.

2 ADJECTIVES TO DESCRIBE CLOTHES AND THE WAY PEOPLE DRESS

a Complete the sentences with an adjective.

casual /ˈkæʒuəl/ classic /ˈklæsɪk/ old-fashioned /ˌəʊld ˈfæʃənd/ scruffy /ˈskrʌfi/ smart /smɑːt/

1 She always wears __________ clothes to work – she hates dressing formally.
2 He looks really __________. His clothes are old and a bit dirty.
3 Jane looked very __________ in her new suit. She wanted to make a good impression.
4 That tie's a bit __________! Is it your dad's?
5 I like wearing __________ clothes that don't go out of fashion.

b 2.19 Listen and check.

ACTIVATION Say one item you own for each adjective in the list.

3 VERBS AND VERB PHRASES

a Match the sentences.

1 C I'm going to dress up tonight.
2 ☐ Please hang up your coat.
3 ☐ These jeans don't fit me.
4 ☐ That skirt really suits you.
5 ☐ Your bag matches your shoes.
6 ☐ I need to get changed.
7 ☐ Hurry up and get undressed.
8 ☐ Get up and get dressed.
9 ☐ That tie doesn't really go with your shirt.

A Don't leave it on the chair.
B I've just spilt coffee on my shirt.
C ~~I'm going to a party.~~
D They don't look good together.
E It's bath time.
F They're too small.
G They're almost the same colour.
H You look great in it.
I Breakfast is on the table.

b 2.20 Listen and check.

ACTIVATION Cover 1–9. Look at A–I and remember the matching sentences.

p.22

Air travel

1 AT THE AIRPORT

a Match the words and definitions.

1 A **Airport terminal**
2 ☐ **Bag(gage) drop**
3 ☐ **Baggage reclaim**
4 ☐ **Check-in desk**
5 ☐ **Customs**
6 ☐ **Departures board**
7 ☐ **Gate**
8 ☐ **Runway**
9 ☐ **Security**
10 ☐ **(airline) Lounge**

A ~~a building at an airport divided into Arrivals and Departures~~
B an electronic display showing **flight times** and if the flight is **on time**, **boarding**, **closed**, or **delayed**
C where you give in any checked-in **luggage** (bags, cases, etc.) and are given a **boarding pass if you don't already have one**
D where you take your luggage to check it in if you already have your boarding pass
E where they check that you are not trying to take prohibited items (e.g. **liquids** or **sharp objects**) onto the plane, by **scanning** your **hand luggage** and making you walk through a metal detector
F where passengers who are travelling **business** or **first class** can wait for their flight
G where you show your boarding pass and ID and **board** your flight
H where planes **take off** and **land**
I where you **collect** your luggage on arrival, and where there are usually **trolleys** for carrying heavy cases
J where your luggage may be **checked** to see if you are bringing **illegal goods** into the country

b 3.5 Listen and check.

ACTIVATION Cover the words and look at the definitions. Say the words.

2 ON BOARD

a Complete the text with the words in the list.

~~aisle~~ /aɪl/ cabin crew /ˈkæbɪn kruː/ connecting flight /kəˈnektɪŋ flaɪt/
direct flights /ˌdəˈrekt flaɪts/ jet lag /ˈdʒet læg/
long-haul flights /ˌlɒŋ hɔːl ˈflaɪts/ row /rəʊ/ seat belts /ˈsiːt belts/
turbulence /ˈtɜːbjələns/

I often fly to Bolivia on business. I always choose an [1]*aisle* seat, so that I can get up and walk around more easily. My favourite place to sit is the emergency exit [2]__________ so I have more legroom. Sometimes there's [3]__________ when the plane flies over the Andes, which I don't enjoy, and the [4]__________ tell the passengers to put their [5]__________ on.
There aren't any [6]______________ to La Paz from London, so I usually have to get a [7]______________ in Madrid. Whenever I take [8]______________ I always suffer from [9]__________ because of the time difference and I feel tired for several days.

b 3.6 Listen and check.

ACTIVATION Cover the words in the list. Read the text aloud with the correct words in the gaps.

3 *TRAVEL, TRIP, OR JOURNEY?*

a Complete the sentences with *travel*, *trip*, or *journey*.

1 Have a good *trip*! Hope the weather's great!
2 **A** Did you have a good __________ here?
B No, my flight was delayed for six hours.
3 Do you have to __________ much in your job?
4 We're going on a five-day __________ to the mountains.

b 3.7 Listen and check. Which word...?

1 is normally used as a verb
2 just refers to going from one place to another
3 covers going somewhere, staying there, and coming back.

4 PHRASAL VERBS RELATED TO AIR TRAVEL

a Complete the sentences with a phrasal verb from the list in the past tense.

check in ~~drop off~~ fill in get off
get on pick up (x2) take off

1 My husband *dropped* me *off* at the airport two hours before the flight.
2 I __________ __________ online the day before I was going to fly.
3 As soon as I __________ __________ the plane I put my bag in the overhead locker.
4 The plane __________ __________ late because of the bad weather.
5 When I __________ __________ my luggage at baggage reclaim, I bumped into an old friend who had been on the same flight.
6 I __________ __________ the immigration form for the US, which the cabin crew gave me shortly before landing.
7 When I __________ __________ the plane, I felt exhausted after the long flight.
8 My flight arrived really late at night, but luckily, a friend __________ me ________ at the airport.

b 3.8 Listen and check.

p.26

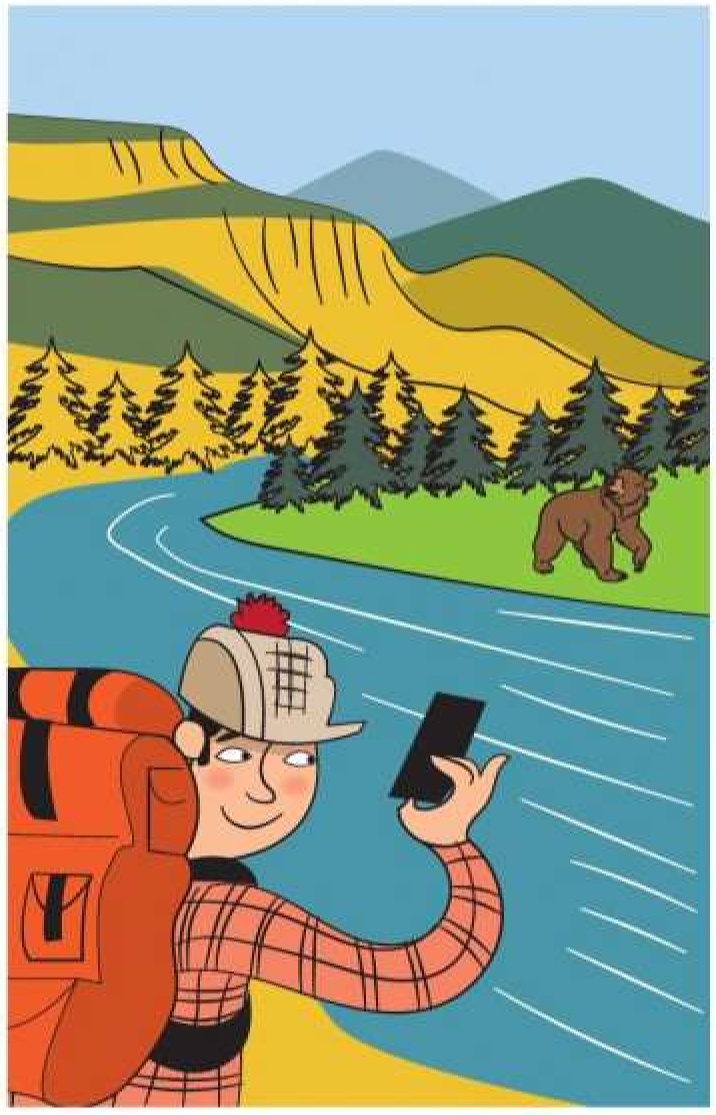
Adverbs and adverbial phrases

1 CONFUSING ADVERBS AND ADVERBIAL PHRASES

a Match each pair of adverbs with a pair of sentences. Then decide which adverb goes where and write it in the **Adverbs** column.

- ☐ **at the moment / actually**
- ☐ **especially / specially**
- ☐ **ever / even**
- *1* **hard / hardly**
- ☐ **in the end / at the end**
- ☐ **late / lately**
- ☐ **near / nearly**
- ☐ **still / yet**

	Adverbs
1 He trains very ____ – at least three hours a day.	*hard*
It's incredibly foggy. I can ____ see anything.	*hardly*
2 I hate it when people arrive ____ for meetings.	____________
I haven't heard from Mike ____. He must be very busy.	____________
3 ____ of a film, I always stay and watch the credits roll.	____________
I didn't want to go, but ____ they persuaded me.	____________
4 I love most kinds of music, but ____ jazz.	____________
My wedding dress was ____ made for me by a dressmaker.	____________
5 She looks younger than me, but ____ she's two years older.	____________
____ they're renting a flat, but they're hoping to buy one soon.	____________
6 I've ____ finished my book. I'm on the last chapter.	____________
Excuse me, is there a bank ____ here?	____________
7 Have you found a job ____?	____________
He's 35, but he ____ lives with his parents.	____________
8 Have you ____ been to the USA?	____________
I've been all over the USA – I've ____ been to Alaska!	____________



b **3.16** Listen and check.

ACTIVATION Cover the **Adverbs** column and look at sentences 1–8. Say the adverbs.

2 COMMENT ADVERBS

a Read the sentences. Then match the **bold** adverbs with definitions 1–8.

I thought the job was going to be difficult, but **in fact** it's quite easy. /ɪn ˈfækt/

It took us over five hours to get there, but **eventually** we were able to relax. /ɪˈventʃuəli/

Ideally, we'd go to Australia if we could afford it. /aɪˈdiːəli/

Basically, it's quite a simple idea. /ˈbeɪsɪkli/

I thought they'd broken up, but **apparently**, they're back together again. /əˈpærəntli/

I'm **certainly** never going back to that restaurant. It was awful! /ˈsɜːtnli/

She's only 14, so **obviously** she can't stay at home on her own. /ˈɒbviəsli/

She's been ill for weeks, but **gradually** she's beginning to feel better. /ˈɡrædʒuəli/

1	____________	in a perfect world
2	*in fact*	the truth is; actually (used to emphasize something, especially the opposite of what was previously said)
3	____________	in the main and most important way
4	____________	clearly (used to give information you expect other people to know or agree with)
5	____________	little by little
6	____________	according to what you have heard or read
7	____________	without doubt
8	____________	in the end; after a series of events or difficulties

b **3.17** Listen and check.

ACTIVATION Cover the definitions and look at the sentences. Say what the adverbs mean.

p.31

Weather

1 WHAT'S THE WEATHER LIKE?

a Put the words or phrases in the correct place in the chart.

below zero /bɪˌləʊ 'zɪərəʊ/ boiling /'bɔɪlɪŋ/ breeze /briːz/ chilly /'tʃɪli/ ~~cool~~ /kuːl/ damp /dæmp/ drizzling /'drɪzlɪŋ/ freezing /'friːzɪŋ/ humid /'hjuːmɪd/ mild /maɪld/ pouring /'pɔːrɪŋ/ (with rain) showers /'ʃaʊəz/ warm /wɔːm/

1 It's *cool*. (quite cold) 2 It's __________. (unpleasantly cold)	5 It's __________. (pleasant and not cold) 6 It's __________. (a pleasantly high temperature)	8 It's __________. (warm and wet but not raining) 9 It's __________. (cold and slightly wet) 10 It's __________. (raining lightly)	13 There's a __________. (a light wind)
It's cold. ❄	**It's hot.** ☀	**It's raining / wet.** 💧	**It's windy.**
3 It's __________. (very cold) 4 It's __________. (–10°)	7 It's __________ / It's scorching. (unpleasantly hot)	11 There are __________. (raining intermittently) 12 It's __________. (raining a lot)	

b Complete the sentences with *fog*, *mist*, and *smog*.

When the weather's foggy or misty, or there's *smog*, it is difficult to see.

¹__________ isn't usually very thick, and often occurs in the mountains or near the sea.

²__________ is thicker, and can be found in towns and in the country.

³__________ is caused by pollution and usually occurs in big cities.

c 🔊 **4.3** Listen and check **a** and **b**.

2 EXTREME WEATHER

a Match the words and definitions.

blizzard /'blɪzəd/ drought /draʊt/ flood /flʌd/ hail /heɪl/ ~~heatwave~~ /'hiːtweɪv/ hurricane /'hʌrɪkən/ lightning /'laɪtnɪŋ/ monsoon /mɒn'suːn/ thunder /'θʌndə/

1 *heatwave* (*noun*) a period of unusually hot weather
2 __________ (*noun*) a long, usually hot, dry period when there is little or no rain
3 __________ (*noun* and *verb*) small balls of ice that fall like rain
4 __________ (*noun*) a flash of very bright light in the sky caused by electricity
5 __________ (*noun* and *verb*) the loud noise that you hear during a storm
6 __________ (*noun*) a snow storm with very strong winds
7 __________ (*verb* and *noun*) when everything becomes covered with water
8 __________ (*noun*) a violent storm with very strong winds (also *cyclone*, *tornado*, *typhoon*)
9 __________ (*noun*) the season when it rains a lot in southern Asia

b 🔊 **4.4** Listen and check.

ACTIVATION Cover the weather words and look at the definitions. Say the weather words.

3 ADJECTIVES TO DESCRIBE WEATHER

a Complete the weather forecast with these adjectives.

bright /braɪt/ changeable /'tʃeɪndʒəbl/ clear /klɪə/ heavy /'hevi/ icy /'aɪsi/ settled /'setld/ (= not likely to change) ~~strong~~ /strɒŋ/ sunny /'sʌni/ thick /θɪk/

In the north of England and Scotland it will be very cold, with ¹*strong* winds and ²__________ rain. There will also be ³__________ fog in the hills and near the coast, though it should clear by midday. Driving will be dangerous as the roads will be ⁴__________. However, the south of England and the Midlands will have ⁵__________ skies and it will be ⁶__________ and sunny, though the temperature will still be quite low. Over the next few days the weather will be ⁷__________, with some showers, but occasional ⁸__________ periods. It should become more ⁹__________ over the weekend.

b 🔊 **4.5** Listen and check.

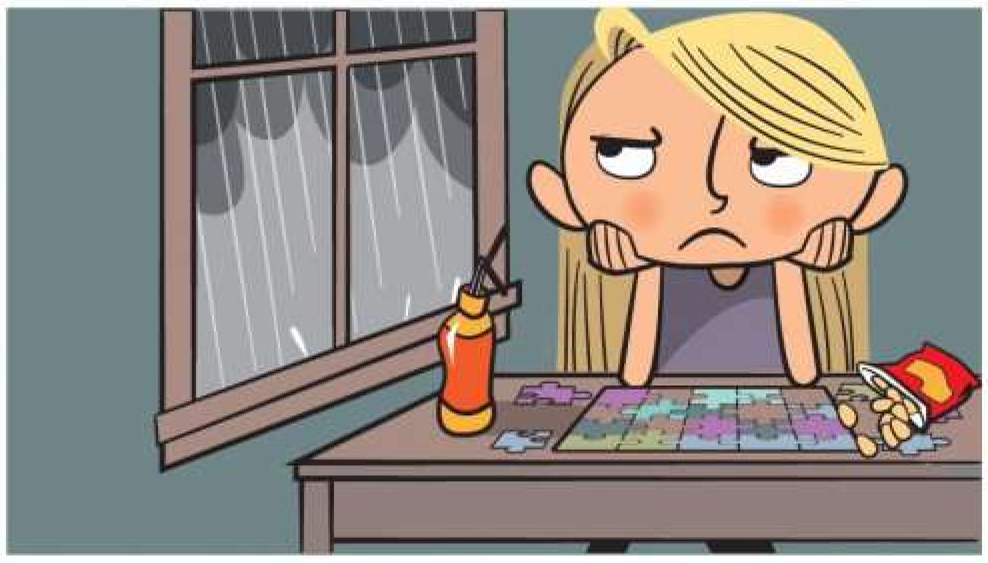
ACTIVATION What kind of weather do you associate with the different seasons where you live?

← p.38

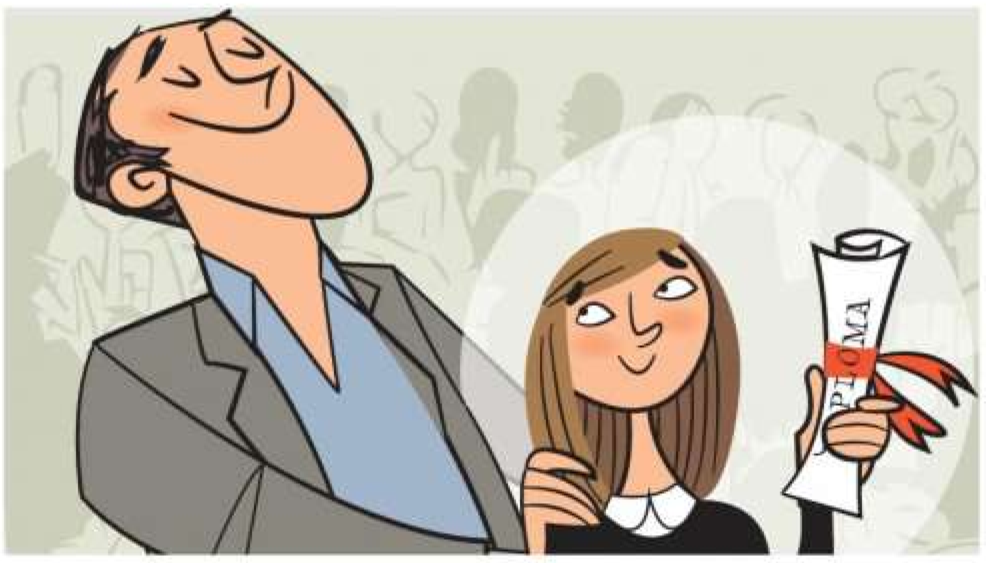
Feelings

1 ADJECTIVES

a Match the feelings and the situations.



1 *B* 'I feel really **miserable**.' /ˈmɪzrəbl/
2 *F* 'I feel a bit **homesick**.' /ˈhəʊmsɪk/
3 'I'm quite **disappointed**.' /dɪsəˈpɔɪntɪd/
4 'I'm very **lonely**.' /ˈləʊnli/



5 'I'm incredibly **proud**.' /praʊd/
6 'I'm really **fed up**.' /ˌfed ˈʌp/
7 'I'm very **grateful**.' /ˈɡreɪtfl/
8 'I'm very **upset**.' /ʌpˈset/
9 'I'm so **relieved**.' /rɪˈliːvd/
10 'I'm very **offended**.' /əˈfendɪd/

A You discover that your beloved dog has disappeared.
B ~~You've been stuck at home all weekend and it's been raining.~~
C A stranger gives you a lot of help with a problem.
D You are abroad and you think someone has stolen your passport, but then you find it.
E You don't get a job you were hoping to get.
F ~~You go to study abroad and you're missing your family and friends.~~
G You move to a new town and don't have any friends.
H You've been doing the same job for ages and it's really boring.
I Someone in your family wins an important prize.
J A friend doesn't invite you to his wedding.

b **5.4** Listen and check.

2 STRONG ADJECTIVES

a Match the strong adjectives describing feelings with their definitions.

astonished /əˈstɒnɪʃt/ bewildered /bɪˈwɪldəd/ delighted /dɪˈlaɪtɪd/ desperate /ˈdespərət/ devastated /ˈdevəsteɪtɪd/ horrified /ˈhɒrɪfaɪd/ overwhelmed /əʊvəˈwelmd/ ~~stunned~~ /stʌnd/ thrilled /θrɪld/

1 *stunned* very surprised and unable to move or react
2 ________ extremely upset
3 ________ very happy and excited
4 ________ incredibly pleased
5 ________ (SYN *amazed*) very surprised
6 ________ with little hope, and ready to do anything to improve the situation
7 ________ feeling such strong emotions that you don't know how to react
8 ________ extremely confused
9 ________ extremely shocked or disgusted

b **5.5** Listen and check.

ACTIVATION Make true sentences for five of the adjectives in **1a** and **2a**.

3 INFORMAL WORDS AND EXPRESSIONS

a Look at the highlighted words and phrases and try to work out their meaning.

1 *B* I was scared stiff when I heard the bedroom door opening. /ˌskeəd ˈstɪf/
2 You look a bit down. What's the problem? /daʊn/
3 I'm absolutely shattered. I want to relax and put my feet up. /ˈʃætəd/
4 I was completely gobsmacked when I heard that Tina was getting married! /ˈɡɒbsmækt/
5 I'm sick of hearing you complain about your job. /ˈsɪk əv/
6 When England missed the penalty in the last minute, we were absolutely gutted. /ˈɡʌtɪd/

b Match the words and phrases in **a** to the feelings.

A sad or depressed
B ~~terrified~~
C extremely disappointed
D exhausted
E fed up or irritated with
F astonished

c **5.6** Listen and check.

ACTIVATION Cover the sentences in **a**. Look at the feelings in **b**. Remember the informal words and expressions.

p.47

Verbs often confused

a Complete the **verbs** column with the correct verb in the right form.

	verbs
argue / discuss	
1 I need to 🟩 the problem with my boss.	__________ (= talk about sth)
2 I often 🟩 with my parents about doing housework.	__________ (= speak angrily to sb)
notice / realize	
3 I didn't 🟩 you were so unhappy.	__________ (= understand fully, become aware of sth)
4 I didn't 🟩 that Karen had changed her hair colour.	__________ (= see, observe)
avoid / prevent	
5 Jack always tries to 🟩 arguing with me.	__________ (= try not to do something)
6 My dad can't 🟩 me from seeing my friends.	__________ (= stop)
lend / borrow	
7 When are you going to pay me back the £50 that I 🟩 you?	__________ (= give sth to sb that you want them to give back)
8 Could I 🟩 your car tonight? I know you're not using it.	__________ (= ask for sth that you intend to give back)
mind / matter	
9 My parents don't 🟩 if I stay out late.	__________ (= have a problem / feel strongly)
10 It doesn't 🟩 if we're five minutes late.	__________ (= be a problem)
remember / remind	
11 Can you 🟩 me to call my mum later?	__________ (= help sb to remember)
12 🟩 to turn off the lights before you go.	__________ (= not forget)
expect / wait	
13 I 🟩 that Daniel will forget our anniversary. He always does.	__________ (= think that sth will happen)
14 We'll have to 🟩 half an hour for the next train.	__________ (= stay where you are until something happens)
wish / hope	
15 I 🟩 I was a bit taller!	__________ (= want sth to be true, even if it is unlikely or impossible)
16 I 🟩 that you can come on Friday. I haven't seen you for ages.	__________ (= want sth to happen)
beat / win	
17 Arsenal 🟩 the match 5–2.	__________ (= be successful in a competition)
18 Arsenal 🟩 Manchester United 5–2.	__________ (= defeat sb)
refuse / deny	
19 Tom always 🟩 to discuss the problem.	__________ (= say you don't want to do sth)
20 Tom always 🟩 that he has a problem.	__________ (= say that sth isn't true)
raise / rise	
21 The cost of living is going to 🟩 again this month.	__________ (= go up)
22 It's hard not to 🟩 your voice when you're arguing with someone.	__________ (= make sth go up)
lay (past *laid*, past participle *lain*) **/ lie** (past *lay*, past participle *laid*)	
23 Go and 🟩 on the bed if you're tired.	__________ (= put your body in a horizontal position)
24 I usually 🟩 my baby on the bed to change his nappy.	__________ (= put sth or sb in a horizontal position)
steal / rob	
25 The men had been planning to 🟩 the bank.	__________ (= take sth from a person or place by threat or force)
26 If you leave your bike unlocked, somebody might 🟩 it.	__________ (= take money or property that isn't yours)
advise / warn	
27 I think I should 🟩 you that Liam doesn't always tell the truth.	__________ (= tell sb that sth unpleasant is likely to happen)
28 My teachers are going to 🟩 me what subjects to study next year.	__________ (= tell sb what you think they should do)

b 🔊7.9 Listen and check.

ACTIVATION Cover the verbs column. Say the sentences with the correct verbs.

➜ p.68

The body

1 PARTS OF THE BODY AND ORGANS

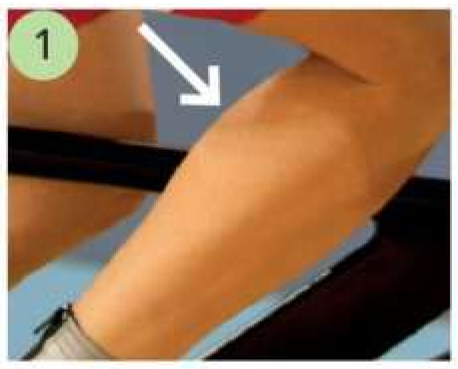
a Match the words and pictures.

☐ ankle /ˈæŋkl/
1 calf /kɑːf/ (*pl* calves)
☐ heel /hiːl/
☐ knee /niː/

☐ elbow /ˈelbəʊ/
☐ fist /fɪst/
☐ nails /neɪlz/
☐ palm /pɑːm/
☐ wrist /rɪst/

☐ bottom /ˈbɒtəm/
☐ chest /tʃest/
☐ hip /hɪp/
☐ thigh /θaɪ/
☐ waist /weɪst/

☐ brain /breɪn/
☐ heart /hɑːt/
☐ kidneys /ˈkɪdniz/
☐ liver /ˈlɪvə/
☐ lungs /lʌŋz/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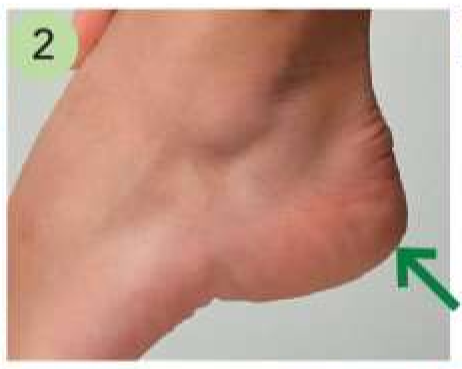
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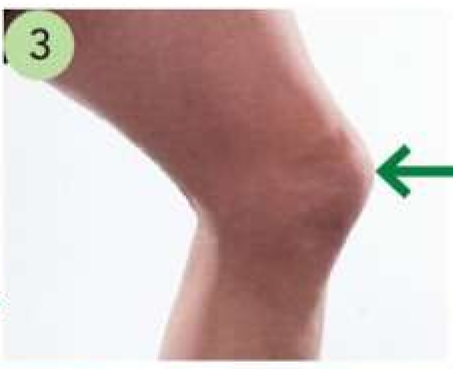
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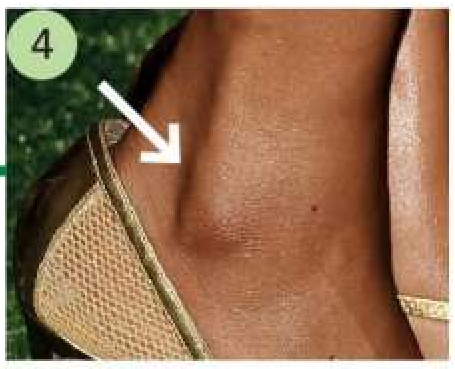
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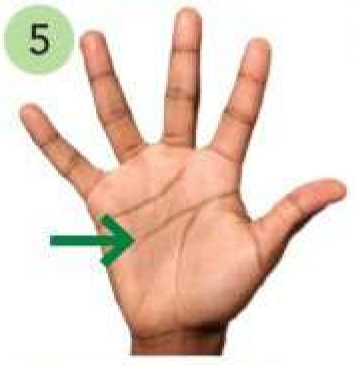
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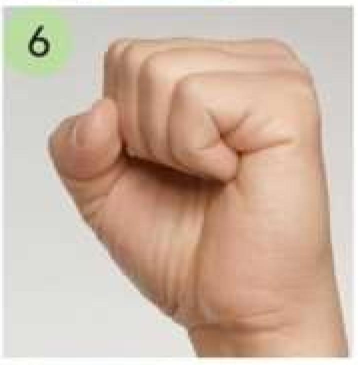
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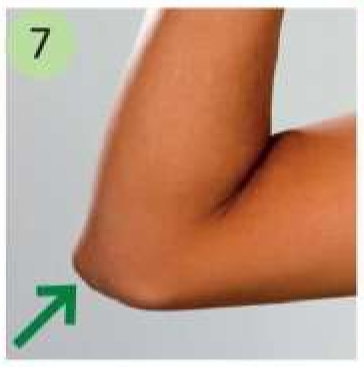
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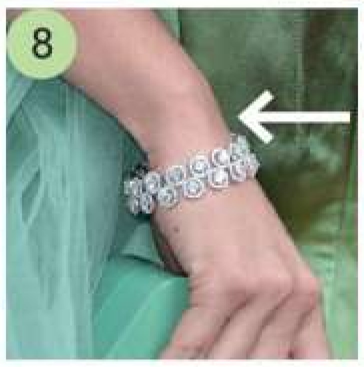
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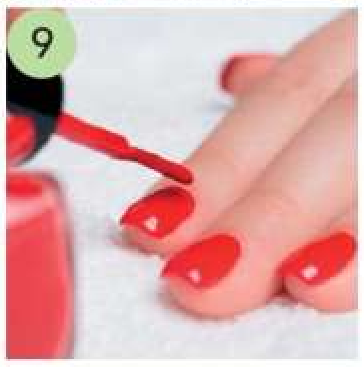
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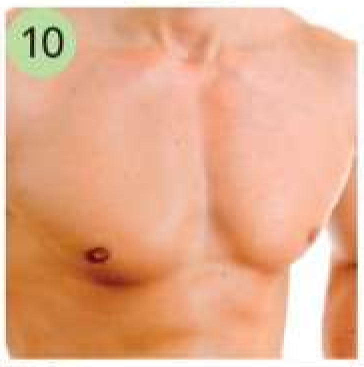
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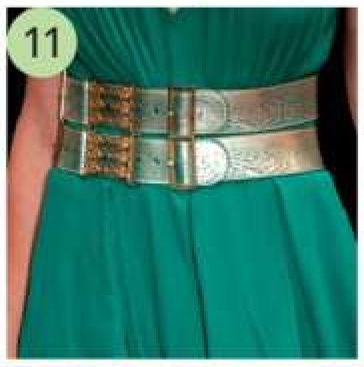
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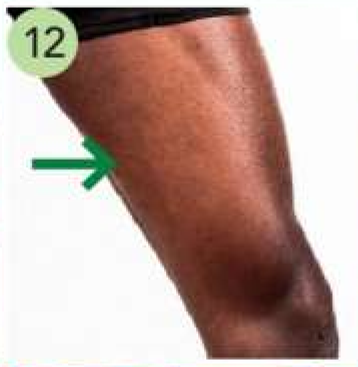
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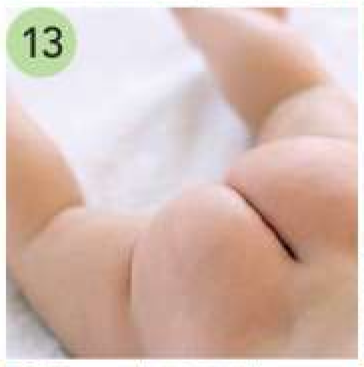
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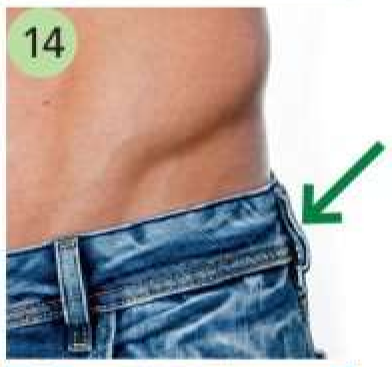
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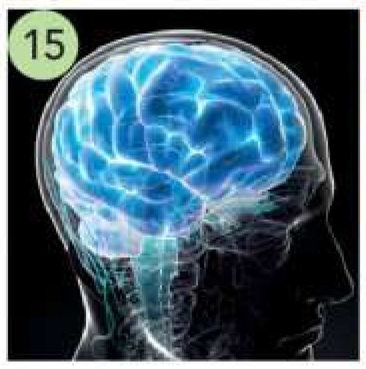
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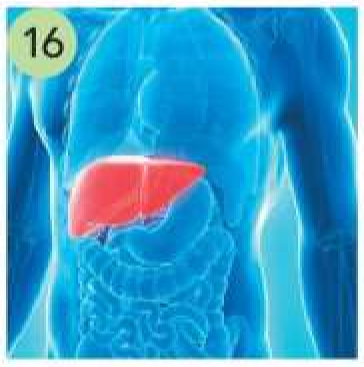
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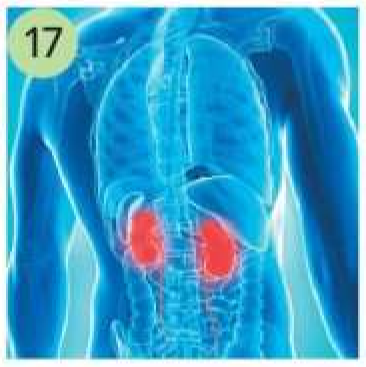
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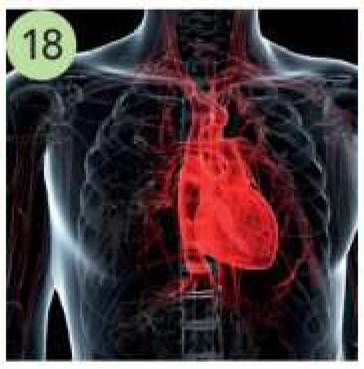
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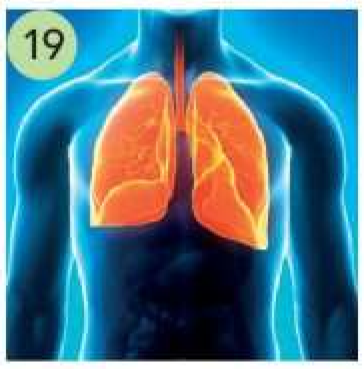
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b 7.16 Listen and check.

ACTIVATION Cover the words. Look at the pictures and say the words.

2 VERBS AND VERB PHRASES

a Complete the verb phrases with the parts of the body.

arms eyebrows hair (x2) hand hands head ~~nails~~ nose shoulders teeth thumb toes

1 **bite** your *nails* /baɪt/
2 **blow** your ______ /bləʊ/
3 **brush** your ______ / **brush** your ______ /brʌʃ/
4 **comb** your ______ /kəʊm/
5 **fold** your ______ /fəʊld/
6 **hold** somebody's ______ /həʊld/
7 **touch** your ______ /tʌtʃ/
8 **suck** your ______ /sʌk/
9 **shake** ______ / **shake** your ______ /ʃeɪk/
10 **shrug** your ______ /ʃrʌg/
11 **raise** your ______ /reɪz/

b 7.17 Listen and check.

c Read the sentences. Write the part of the body related to the **bold** verb.

1 He **winked** /wɪŋkt/ at me to show that he was only joking. *eye*
2 The steak was tough and difficult to **chew** /tʃuː/. ______
3 When we met, we were so happy, we **hugged** /hʌgd/ each other. ______
4 Don't **scratch** /skrætʃ/ the mosquito bite. You'll only make it worse. ______
5 She **waved** /weɪvd/ goodbye sadly to her boyfriend as the train left the station. ______
6 These days, men don't always **kneel** /niːl/ down when they propose marriage. ______
7 The teacher **frowned** /fraʊnd/ when she saw all the mistakes I had made. ______
8 The painting was so strange, I **stared** /steəd/ at it for a long time. ______
9 She got out of bed, and **yawned** /jɔːnd/ and **stretched** /stretʃt/. ______ / ______
10 If you don't know the word for something, just **point** /pɔɪnt/ at what you want. ______

d 7.18 Listen and check.

ACTIVATION In pairs, **A** say a verb phrase to **B**. **B** do the action.

p.72

Crime and punishment

1 CRIMES AND CRIMINALS

a Match the examples to the crimes in the chart.

A ~~They took a rich man's son and asked for money for his safe return.~~
B She went to her business partner's house and shot her dead.
C Two passengers took control of the plane and made the pilot land in the desert.
D After the party, the man made the woman have sex against her will.
E We came home from holiday and found that our TV had gone.
F A teenager got into the Pentagon's computer system and downloaded some secret data.
G Someone tried to sell me some marijuana during a concert.
H When the police searched his car, it was full of contraband cigarettes.
I Someone threw paint on the statue in the park.
J He said he'd send the photos to a newspaper if the actress didn't pay him a lot of money.
K An armed man in a mask walked into a shop and shouted, 'Give me all the money in the till!'
L The accountant was transferring money into his own bank account.
M The builder offered the mayor a free flat in return for giving his company permission to build new flats on a piece of green land.
N They left a bomb in the supermarket car park, which exploded.
O Somebody stole my car last night from outside my house.
P A man held out a knife and made me give him my wallet.
Q A woman followed a pop singer everywhere he went, watching him and sending him constant messages on the internet.

		Crime	Criminal	Verb
1	☐	blackmail /ˈblækmeɪl/	blackmailer	blackmail
2	☐	bribery /ˈbraɪbəri/	–	bribe
3	☐	burglary /ˈbɜːgləri/	burglar	break in / burgle
4	☐	drug dealing /ˈdrʌg diːlɪŋ/	drug dealer	sell drugs
5	☐	fraud /frɔːd/	fraudster	commit fraud
6	☐	hacking /ˈhækɪŋ/	hacker	hack (into)
7	☐	hijacking /ˈhaɪdʒækɪŋ/	hijacker	hijack
8	*A*	kidnapping /ˈkɪdnæpɪŋ/	kidnapper	kidnap
9	☐	mugging /ˈmʌgɪŋ/	mugger	mug
10	☐	murder /ˈmɜːdə/	murderer	murder
11	☐	rape /reɪp/	rapist	rape
12	☐	robbery /ˈrɒbəri/	robber	rob
13	☐	smuggling /ˈsmʌglɪŋ/	smuggler	smuggle
14	☐	stalking /ˈstɔːkɪŋ/	stalker	stalk
15	☐	terrorism /ˈterərɪzəm/	terrorist	set off bombs, etc.
16	☐	theft /θeft/	thief	steal
17	☐	vandalism /ˈvændəlɪzəm/	vandal	vandalize

b 8.3 Listen and check.

ACTIVATION Cover the chart and look at situations A–Q. Say the crimes.

2 WHAT HAPPENS TO A CRIMINAL

a Complete the sentences with the words in the list.

The crime

arrested /əˈrestɪd/ caught /kɔːt/
charged /tʃɑːdʒd/ ~~committed~~ /kəˈmɪtɪd/
investigated /ɪnˈvestɪgeɪtɪd/
questioned /ˈkwestʃənd/

1 Carl and Adam *committed* a crime. They robbed a large supermarket.
2 The police __________ the crime.
3 Carl and Adam were __________ driving to the airport in a stolen car.
4 They were __________ and taken to a police station.
5 The police __________ them for ten hours.
6 Finally they were __________ with (= officially accused of) armed robbery.

The trial

accused /əˈkjuːzd/ acquitted /əˈkwɪtɪd/
court /kɔːt/ evidence /ˈevɪdəns/
guilty (opposite *innocent*) /ˈgɪlti/
judge /dʒʌdʒ/ jury /ˈdʒʊəri/
proof /pruːf/ punishment /ˈpʌnɪʃmənt/
sentenced /ˈsentənst/ verdict /ˈvɜːdɪkt/
witnesses /ˈwɪtnəsɪz/

7 Two months later, Carl and Adam appeared in __________.
8 They were __________ of **armed robbery** and car theft.
9 __________ told the court what they had seen or knew.
10 The __________ (of 12 people) looked at and heard all the __________.
11 After two days, the jury reached their __________.
12 There was no __________ that Adam had committed the crime.
13 He was __________ and allowed to go free.
14 Carl was found __________. His **fingerprints** were on the gun used in the robbery.
15 The __________ decided what Carl's __________ should be.
16 He __________ him to ten years in **prison** (**jail**).

b 8.4 Listen and check.

p.77

The media

1 THE LANGUAGE OF HEADLINES

The language of headlines
Newspaper headlines, especially in tabloids*, often use short snappy words. These words use up less space and are more emotive, which helps to sell newspapers.

**newspapers with smaller pages that print short articles with lots of photos, often about famous people*

a Match the highlighted 'headline verbs' with their meaning.

1 ☐ Prime minister backs his Chancellor in latest scandal
2 ☐ Thousands of jobs axed by UK firms
3 ☐ Stock market hit by oil fears
4 ☐ Astronaut bids to be first man on Mars
5 ☐ MINISTERS CLASH OVER NEW CAR TAX PROPOSAL
6 ☐ Bayern Munich boss vows to avenge defeat
7 ☐ Police quiz witness in murder trial
8 ☐ Actress rows with co-star over unfair pay

A have been cut
B question, interrogate
C is going to attempt
D supports
E disagree
F has been badly affected
G argues
H promises

b 8.16 Listen and check.

ACTIVATION Cover A–H. Look at 1–8 and say the meanings.

2 JOURNALISTS AND PEOPLE IN THE MEDIA

a Match the words and definitions.

agony aunt /'æɡəni ɑːnt/ commentator /'kɒmənteɪtə/ ~~critic~~ /'krɪtɪk/
editor /'edɪtə/ freelance journalist /ˌfriːlɑːns 'dʒɜːnəlɪst/
newsreader /'njuːzriːdə/ paparazzi (pl) /ˌpæpə'rætsi/
presenter /prɪ'zentə/ reporter /rɪ'pɔːtə/

1 *critic* a person who writes (a review) about the good / bad qualities of books, concerts, theatre, films, etc.
2 ________ a person who describes a sports event while it's happening on TV or radio
3 ________ a person who collects and reports news for newspapers, radio, or TV
4 ________ a person who is in charge of a newspaper or magazine, or part of one, and who decides what should be in it
5 ________ a person who introduces the different sections of a radio or TV programme
6 ________ a person who writes articles for different papers and is not employed by any one paper
7 ________ a person who reads the news on TV or radio
8 ________ photographers who follow famous people around to get photos of them to sell to newspapers and magazines
9 ________ a person who writes in a newspaper or magazine giving advice to people in reply to their letters

b 8.17 Listen and check.

ACTIVATION Are there any people in the media in your country that you really like or really dislike?

3 ADJECTIVES TO DESCRIBE THE MEDIA

a Match the sentences.

1 ☐ The reporting in the paper was very **sensational**. /sen'seɪʃənl/
2 ☐ The news on Channel 12 is really **biased**. /'baɪəst/
3 ☐ I think *The Observer* is the most **objective** of the Sunday papers. /əb'dʒektɪv/
4 ☐ The film review was quite **accurate**. /'ækjərət/
5 ☐ I think the report was **censored**. /'sensəd/

A It said the plot was poor but the acting good, which was true.
B It bases its stories just on facts, not on feelings or beliefs.
C The newspaper wasn't allowed to publish all the details.
D It made the story seem more shocking than it really was.
E You can't believe anything you hear on it. It's obvious what political party they favour!

b 8.18 Listen and check.

ACTIVATION Name publications you know that are sensational, biased, or objective.

p.82

Business

1 VERBS AND EXPRESSIONS

a Complete the sentences with a verb from the list in the correct form (present simple, past simple, or past participle).

become close down drop grow expand export import launch manufacture ~~market~~ merge produce set up take over

1 Apple products are easy to *market* because people are immediately attracted to the stylish designs.
2 In 1989, Pepsi-Cola __________ **a new product** called *Pepsi A.M.*, which was aimed at the 'breakfast cola drinker'. It was an immediate **flop**.
3 The Spanish airline Iberia __________ with British Airways in 2011 and became one of the world's biggest airline groups.
4 Although GAP stands for Genuine American Product, most of its clothes are __________ in Asia.
5 Prosciutto is a kind of Italian ham. Two of the best-known kinds are San Daniele and Parma, which are __________ in the Friuli and Emilia regions of Italy, and are __________ all over the world.
6 When BMW __________ Mini, the smaller company became part of the larger organization.
7 The supermarket chain Tesco __________ **the market leader** in 1995, and is still the UK's biggest-selling **chain**.
8 The first Zara store was opened in La Coruña in Spain in 1975, where its **head office** still is today. The company started to __________ into new markets in 1988, and it now has **branches** in 96 countries.
9 Many banks are now offering loans to people who want to __________ **a** new **small business**.
10 The cost of living in Iceland is so high because so many food products have to be __________.
11 During **a boom** period, the economy __________ quickly and living standards improve.
12 During **a recession**, many companies __________ and living standards __________.

b 9.5 Listen and check. What do the bold words mean?

c *Do* or *make*? Put the phrases in the correct column.

~~business (with)~~ a deal (= business agreement) a decision a job a loss (opposite *profit*) market research money somebody redundant well / badly

do	*make*
business (with)	

d 9.6 Listen and check.

ACTIVATION Cover the columns in **c**. Say the phrases in the list with *do* or *make*.

2 IDIOMS WITH *BUSINESS*

business
business is an uncountable noun when it means trade, work, etc., e.g. *do business* **NOT** ~~*do a business*~~. It is only countable when it means a company, shop, or factory, e.g. *I'm going to set up a business*, or an event or situation, e.g. *It was a terrible business.*

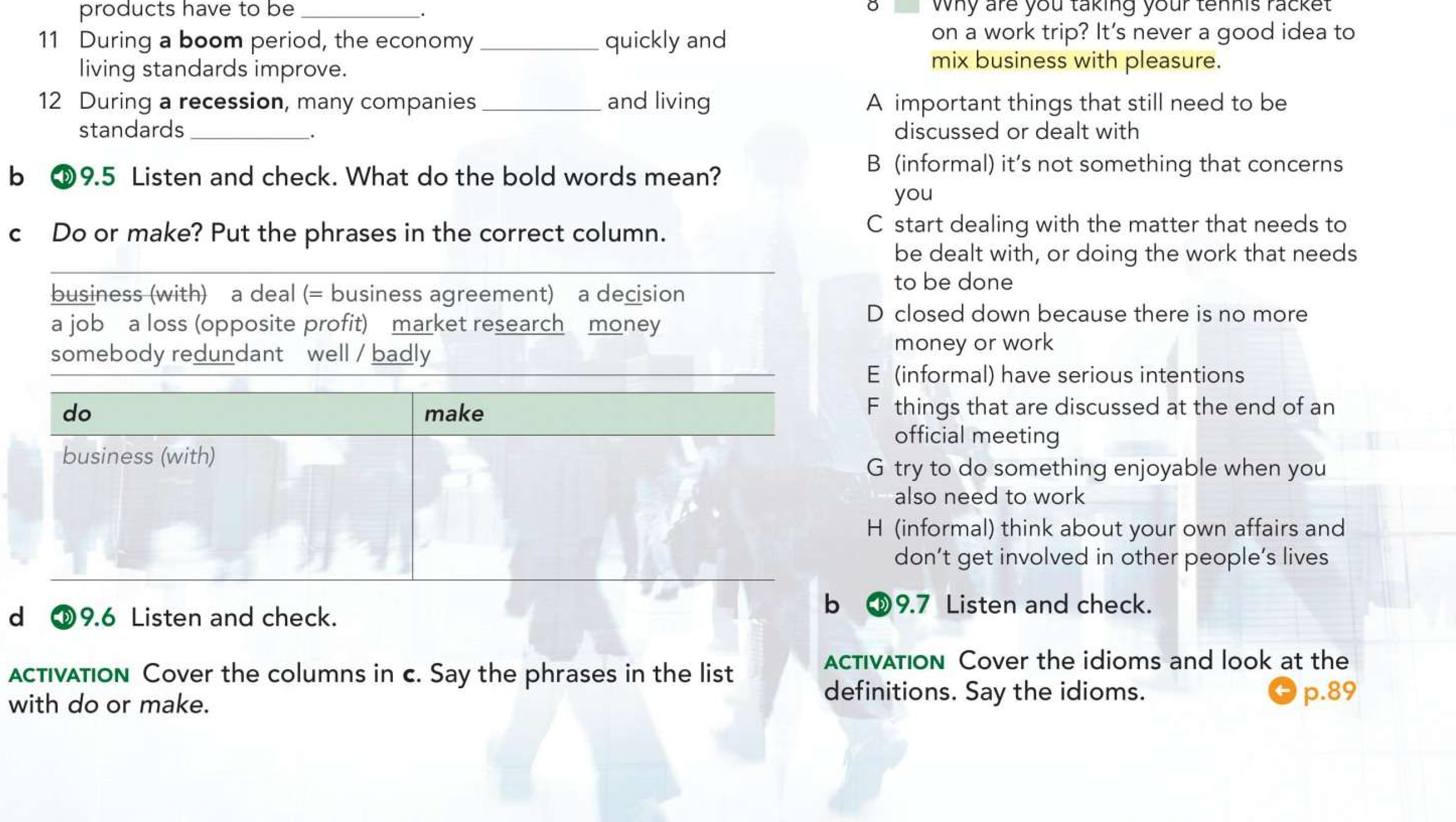
a Match the idioms with *business* to their meanings A–H.

1 ☐ I think we've been through everything on today's agenda. Now, is there any other business?
2 ☐ Now that so many people book their holidays and travel online, many travel agencies have gone out of business.
3 ☐ Let's get down to business right away – we'll have a break after an hour or so.
4 ☐ She looks very determined – like a woman who means business.
5 ☐ **A** What are you doing?
B I'm sorry, but it's none of your business.
6 ☐ **A** Is he your new boyfriend?'
B Mind your own business!
7 ☐ He arranged to meet his ex-girlfriend because they had some unfinished business.
8 ☐ Why are you taking your tennis racket on a work trip? It's never a good idea to mix business with pleasure.

A important things that still need to be discussed or dealt with
B (informal) it's not something that concerns you
C start dealing with the matter that needs to be dealt with, or doing the work that needs to be done
D closed down because there is no more money or work
E (informal) have serious intentions
F things that are discussed at the end of an official meeting
G try to do something enjoyable when you also need to work
H (informal) think about your own affairs and don't get involved in other people's lives

b 9.7 Listen and check.

ACTIVATION Cover the idioms and look at the definitions. Say the idioms. p.89



Word building

1 PREFIXES AND SUFFIXES WHICH ADD MEANING

a Match the **bold** prefixes in sentences 1–11 to their meanings A–K.

1 G Mumbai is a very **over**crowded city.
2 ☐ Tokyo was one of the first **mega**cities.
3 ☐ This part of the city is very poor and **under**developed.
4 ☐ London is a very **multi**cultural city, with many different races and religions.
5 ☐ The quickest way to get around New York is on the **sub**way.
6 ☐ Many people in Montreal, Canada, are **bi**lingual – they speak English and French.
7 ☐ If you want to avoid the traffic jams in Bangkok, get the **mono**rail.
8 ☐ The **auto**pilot was switched on after the plane had taken off.
9 ☐ Vandalism, especially breaking public property, is very **anti**social behaviour.
10 ☐ I **mis**understood the directions that man gave me, and now I'm completely lost.
11 ☐ He's doing a **post**graduate degree in aeronautical engineering.

A against
B many
C enormous
D not enough
E one
F by (it)self
G ~~too much~~
H two
I after
J under
K wrongly

b 9.14 Listen and check.

c Match the **bold** suffixes to their meaning.

1 ☐ There are a lot of home**less** people in this city. The situation is hope**less**.
2 ☐ Be care**ful** how you drive! The instructions were very use**ful**.
3 ☐ The police usually wear bullet**proof** vests. My watch is water**proof**.
4 ☐ Their new laptops are completely unbreak**able**. I don't think the tap water here is drink**able**.

A with
B can be done
C resistant to
D without

d 9.15 Listen and check.

ACTIVATION Cover sentences 1–11 in **a**. Look at meanings A–K and say the prefixes.

2 NOUNS FORMED WITH SUFFIXES

Common noun suffixes

For nouns made from verbs:

-ion / -(a)tion	pollute – pollution; expect – expectation
-ment	develop – development

For nouns made from adjectives:

-ness	cold – coldness
-ence / -ance	convenient – convenience; abundant – abundance

For abstract nouns made from nouns or adjectives:

-hood	neighbour – neighbourhood
-ism	modern – modernism

a Complete the chart with nouns from the words in the list.

absent accommodate alcohol brother child distant employ entertain excite friendly govern ignorant improve intend lonely race reduce ugly vandal violent weak

-ion / -(a)tion	*-ment*	*-ness*	*-ence / -ance*	*-ism*	*-hood*

b 9.16 Listen and check.

ACTIVATION Cover the chart and look at the words in the list. Say them with the correct suffix.

3 NOUNS WHICH ARE DIFFERENT WORDS

Noun formation with spelling or word change
Some nouns made from verbs or adjectives are completely different words, e.g. *choose – choice, poor – poverty.*

a Write the verb or adjective for the following **nouns**.

Noun
1 ________ *(verb)* loss /lɒs/
2 ________ *(verb)* death /deθ/
3 ________ *(verb)* success /sək'ses/
4 ________ *(verb)* thought /θɔːt/
5 ________ *(verb)* belief /bɪ'liːf/
6 ________ *(adj.)* heat /hiːt/
7 ________ *(adj.)* strength /streŋkθ/
8 ________ *(adj.)* hunger /'hʌŋgə/
9 ________ *(adj.)* height /haɪt/
10 ________ *(adj.)* width /wɪdθ/

b 9.17 Listen and check.

ACTIVATION Cover the **noun** column. Look at the verbs and adjectives and say the nouns.

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Appendix

VERB PATTERNS: verbs followed by the gerund or infinitive

Gerund	
admit	In court the accused admitted (to) stealing the documents.
avoid	I always try to avoid driving in the rush hour.
be worth	It isn't worth going to the exhibition. It's really boring.
can't help	We can't help laughing when my dad tries to speak French. His accent is awful!
can't stand	I can't stand talking to people who only talk about themselves.
carry on*	We carried on chatting until about 2.00 in the morning.
deny	Miriam denied killing her husband but the jury didn't believe her.
enjoy	I used to enjoy flying, but now I don't.
fancy	Do you fancy seeing a film this evening?
feel like	I don't feel like going out tonight.
finish	Have you finished writing the report yet?
give up*	Karen has given up eating meat, but she still eats fish.
imagine	I can't imagine living in the country. I think I would get bored after a week.
involve	My boyfriend's job involves travelling at least once a month.
keep (on)	I keep (on) telling my husband to lose some weight, but he just won't listen.
look forward to	We are really looking forward to seeing you again.
mind	I don't mind doing housework. I find it quite relaxing.
miss	Does your father miss working now that he has retired?
postpone	We'll have to postpone going to the beach until the weather improves.
practise	The more you practise speaking English the more fluent you'll get.
recommend	I recommend doing a double-decker bus tour as the best way to see London.
regret	I regret not travelling more before I got my first job.
risk	If I were you, I wouldn't risk walking through the park at night.
spend	I spent half an hour looking for my glasses this morning.
stop	Once I open a box of chocolates, I can't stop eating them.
suggest	A friend of mine suggested visiting London in the autumn.

* All phrasal verbs which are followed by another verb, e.g. *carry on*, *give up*, etc. are followed by the gerund.

Infinitive (with *to*)	
afford	I can't afford to go on holiday this summer.
agree	I have agreed to pay David back the money he lent me next week.
appear	The results appear to support the scientist's theory.
arrange	I've arranged to meet Sally outside the restaurant.
be able	I won't be able to work for two weeks after the operation.
can't wait	We can't wait to see your new flat – it sounds fantastic.
choose	I chose to study abroad for a year, and it's the best thing I've ever done.
decide	They've decided to call off the wedding.
deserve	Kim deserves to get the job. She's a very strong candidate.
expect	We're expecting to get our exam results on Friday.
happen	Tom happened to be at Alan's when I called in, so I invited him to our party as well.
help*	The organization I work for helps young people to find work abroad.
hesitate	Don't hesitate to ask a member of staff if you need anything.
hope	I'm hoping to set up my own company if I can get a bank loan.
learn	I wish I had learnt to play the guitar when I was younger.
make	When I was at school, we were made to wear a uniform. It was awful.
manage	Did you manage to get to the airport in time?
offer	Lucy has offered to give me a lift to the station.
plan	We're planning to have a big party to celebrate.
pretend	I pretended to be enthusiastic, but really I didn't like the idea at all.
promise	Sarah always promises to help me in the kitchen, but she never does.
refuse	My neighbour refused to turn down the music and I had to call the police.
seem	Something seems to be wrong with the washing machine.
teach	Jack's father taught him to drive when he was 17.
tend	My boss tends to lose her temper when she's feeling stressed.
threaten	The teacher threatened to call my parents and tell them what I had done.
want	The police want to interview anyone who witnessed the crime.
would like	Would you like to try the dress on? The changing rooms are over there.

* *help* can be followed by the infinitive with or without *to*.
The organization I work for helps young people (*to*) *find work abroad.*

Infinitive (without *to*)	
can	Can you help me carry these suitcases?
had better	You'd better leave now if you want to catch that train.
let	Let me pay for coffee – it must be my turn.
make	Sue makes her two teenagers do the washing-up every evening after dinner.
may	There's a lot of traffic today, so we may be a bit late.
might	It might rain tomorrow, so please bring an umbrella or a raincoat.
must	I must remember to phone Harry – it's his birthday today.
should	Should we book a table for tomorrow night? It's a very popular restaurant.
would rather	You look tired. Would you rather stay in this evening and watch a film?

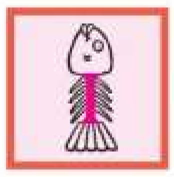
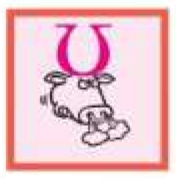
← p.143

Irregular verbs

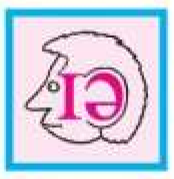
Infinitive	Past simple	Past participle
be /biː/	was/were /wɒz/ /wɜː/	been /biːn/
beat /biːt/	beat	beaten /'biːtn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
burn /bɜːn/	burnt /bɜːnt/ (burned) /bɜːnd/	burnt (burned)
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
deal /diːl/	dealt /delt/	dealt
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt /dremt/ (dreamed) /driːmd/	dreamt (dreamed)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /iːt/	ate /eɪt/	eaten /'iːtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /kiːp/	kept /kept/	kept
kneel /niːl/	knelt /nelt/	knelt
know /nəʊ/	knew /njuː/	known /nəʊn/
lay /leɪ/	laid /leɪd/	laid
learn /lɜːn/	learnt /lɜːnt/ (learned) /lɜːnd/	learnt (learned)

Infinitive	Past simple	Past participle
leave /liːv/	left /left/	left
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /miːn/	meant /ment/	meant
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzn/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
swell /swel/	swelled /sweld/	swelled swollen /'swəʊlen/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Vowel sounds

	usual spelling		! but also
 **fish**	i	linen silk trip fit fill pick	pretty women guilty decided village physics
tree	ee ea e	bleed sneeze beat steal even medium	people thief key relieved receipt
cat	a	pack campus active cash packet stand	
car	ar a	scarf smart sharp hardly calf branch	aunt laugh heart
clock	o	cotton top drop cost off on	watch want because cough
horse	(o)or al aw	sore floor stalker wall yawn draw	warm warn pouring thought caught exhausted launch
 **bull**	u oo	full put hooded woollen stood good	could should would woman
boot	oo u* ew	loose cool argue refuse chew news	suit recruit shoe prove through queue
computer	Many different spellings. /ə/ is always unstressed. collar patterned advise complain information sandals		
bird	er ir ur	verdict prefer dirty skirt hurt burn	research worker worth worse journey
egg	e	denim dress trendy belt ever yet	friendly leather deaf threaten anybody said

* especially before consonant + *e*

	usual spelling		! but also
up	u	cut scruffy lungs stunned upset discuss	money someone enough touch flood blood
train	a* ai ay	ache lace faint plain may lay	break steak great weight suede obey grey
phone	o* oa	choke chose froze fold toast approach	throw elbow below although shoulders
bike	i* y igh	striped ice lycra stylish tight flight	buy eyes height aisle
owl	ou ow	hour mouth proud around showers frown	drought
boy	oi oy	boiling avoid point noise enjoy employer	
 **ear**	eer ere ear	career volunteer here we're nearly clear	realize ideally seriously zero
chair	air are	airport stairs fair hair scared stare	their there wear area
tourist	A very unusual sound. euro jury sure plural		
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. windy sunny foggy		
/u/	An unusual sound between /ʊ/ and /uː/. education usually situation		

☐ short vowels ☐ long vowels ☐ diphthongs

Consonant sounds

		usual spelling		! but also
🟩 p	**parrot**	p pp 	postpone polluted hope damp disappointed kidnapping	
🟪 b	**bag**	b bb	brain bribe objective biased robbery hobby	
🟩 k	**key**	c k ck	court critic kidneys shake shocked homesick	choir orchestra stomach-ache question expect accuse
🟪 g	**girl**	g gg	regret grateful colleague forget hugged mugging	
🟩 f	**flower**	f ph ff	fist theft physicist symphony tough offended staff	enough laugh
🟪 v	**vase**	v	velvet vandalism nervous prevent evidence review	of
🟩 t	**tie**	t tt	taste tend stand chest matter bottom	produced passed
🟪 d	**dog**	d dd	deny murder editor redundant addictive suddenly	failed bored
🟩 s	**snake**	s ss ce/ci	stops suck witness loss notice censored	science scenery fancy
🟪 z	**zebra**	z zz s 	breeze freezing dizzy blizzard nose raise spends agrees	
🟩 ʃ	**shower**	sh ti (+ vowel) ci (+ vowel) 	shrug brush wish clash ambitious sensational special sociable	sugar sure chic
🟪 ʒ	**television**	An unusual sound. decision conclusion usually genre		

		usual spelling		! but also
🟩 θ	**thumb**	th	thunder thick healthy thigh death teeth	
🟪 ð	**mother**	th	the that with further rather	
🟩 tʃ	**chess**	ch tch t (+ure) 	checked chilly scratch stretch departure temperature	
🟪 dʒ	**jazz**	j g dge	jet-lag hijack suggest manager knowledge judge	
🟪 l	**leg**	l ll	lie liver heel lonely colleague pillow	
🟪 r	**right**	r rr 	rise ride risky pretend terrorism arrested	written wrong
🟪 w	**witch**	w wh	win waste waist wave while wherever	one once
🟪 j	**yacht**	y before **u** 	yet year youth yourself university argue	
🟪 m	**monkey**	m mm 	mild remind seem remember commit commentator	comb
🟪 n	**nose**	n nn 	nails honest announce beginning	kneel knew
🟪 ŋ	**singer**	ng before **g / k** 	length belongings hang bring wink sink	
🟩 h	**house**	h	humid hail behaviour inhabit inherit perhaps	who whose whole

🟪 voiced 🟩 unvoiced

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